TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
School of Health Professions

2020-2021 Catalog
Message from the Dean

Dawndra Sechrist, OTR, Ph.D.
Dean of the School of Health Professions

Welcome to the Texas Tech University Health Sciences Center (TTUHSC) School of Health Professions (SHP). Established by the Texas State Legislature in 1981, the School was created to educate health professionals to fill critical shortages in meeting crucial healthcare needs of the people of West Texas. The SHP is one of five schools that constitute TTUHSC’s nationally acclaimed health sciences center.

From its first class of eighteen students in 1983, the School has grown steadily over the past thirty-five years. The School is one of the largest schools of health professions in the nation with campuses in Amarillo, Lubbock, Midland, and Odessa. The School now serves over 1,800 students enrolled in twenty-two different degree programs at the doctoral, masters and baccalaureate degree levels. As it continues to prepare health professionals who will meet the evolving healthcare needs of all Texans in the 21st century, the School remains focused on developing and presenting educational programs of the highest quality in a diverse and student-centered learning environment.

Our objective is to offer learning opportunities that exceed nationally recognized standards of technical competence, while simultaneously developing the professional insight and service-oriented compassion that will enable graduates to excel throughout their professional careers. The faculty, students, and alumni of the School of Health Professions represent the very best in the complement of innovation, education, and clinical skills offered in service to the people of Texas and the nation. We are the first choice for health professions education!
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- Academic General Policies & Procedures
- Policies & Requirements
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  - **Department of Clinical Counseling and Mental Health**
    - Master of Science in Clinical Mental Health Counseling (MSMH)
    - Master of Science in Addiction Counseling (MSAC)
    - Master of Science in Clinical Rehabilitation Counseling (MSCR)
    - Graduate Certificate in Veterans Services (GCVS)

  - **Department of Healthcare Management and Leadership**
    - Bachelor of Science in Healthcare Management (BSHM)
    - Master of Science in Healthcare Administration (MSHA)
    - Graduate Certificate in Health Informatics and Data Analytics (CRHI)
    - Graduate Certificate in Healthcare Finance and Economics (CRHF)
    - Graduate Certificate in Health Systems Engineering and Management (CRHE)
    - Graduate Certificate in Health Systems Policy and Management (CRHS)
    - Graduate Certificate in Long Term Care Administration (CRLA)

  - **Department of Laboratory Sciences & Primary Care**
    - Bachelor of Science in Clinical Laboratory Science (CLS)
    - Second Degree Bachelor of Science in Clinical Laboratory Science
    - Post Baccalaureate Certificate in Clinical Laboratory Science
    - Master of Science in Molecular Pathology (MP)
    - Master of Physician Assistant Studies (PA)

  - **Department of Rehabilitation Sciences**
    - Doctor of Physical Therapy (DPT)
    - Transitional Doctor of Physical Therapy (tDPT)
    - Doctor of Science in Physical Therapy (ScD)
    - Master of Athletic Training (MAT)
    - Doctor of Occupational Therapy (OTD)
    - Post Professional Doctor of Occupational Therapy (OTDP)
    - Doctor of Philosophy in Rehabilitation Science (PhD RS)

  - **Department of Speech, Language, and Hearing Sciences**
    - Bachelor of Science in Speech, Language, and Hearing Sciences (SLHS)
    - Second Degree Bachelor of Science in Speech, Language, and Hearing Sciences
- Master of Science in Speech Language Pathology (SLP)
- Doctor of Audiology (AuD)
- Faculty Directory
The information contained herein is not to be considered a contract and the Texas Tech University Health Sciences Center School of Health Professions (SHP) reserves the right to make changes to the information and policies contained herein at such times as it deems appropriate. This Catalog supersedes all previous editions. The provisions of the Catalog do not constitute a contract, express or implied, between any student, faculty member, Texas Tech University System (TTUS), Texas Tech University Health Sciences Center (TTUHSC), and/or the TTUHSC SHP.

The TTUHSC SHP shall notify the student of any changes to the TTUHSC SHP Catalog occurring during the academic year. At any given time, the most current edition of the Catalog will be available on the TTUHSC SHP current student resource webpage: https://student.ttuhsc.edu/health-professions/.
Administration

Texas Tech System Board of Regents
https://www.texastech.edu/board-of-regents/

Texas Tech University Health Sciences Center Administration
https://www.ttuhsce.edu/president/staff/executive-committee.aspx

School of Health Professions Administration
https://www.ttuhsce.edu/health-professions/administration/default.aspx

School of Health Professions Department Chairs
https://www.ttuhsce.edu/health-professions/administration/department_chair.aspx
Q: What degrees does the School of Health Professions offer?

A: The School of Health Professions offers the following degrees:

- **Certificate**
  - Clinical Laboratory Science
  - Health Informatics and Data Analytics
  - Health Systems Policy and Management
  - Healthcare Finance and Economics
  - Health Systems Engineering and Management
  - Long Term Care Administration
  - Veteran Services

- **Bachelor of Science (B.S.)**
  - Clinical Laboratory Science
  - Healthcare Management
  - Speech, Language, and Hearing Sciences

- **Second Degree Bachelor of Science**
  - Clinical Laboratory Science
  - Speech, Language, and Hearing Sciences

- **Master of Athletic Training (MAT)**

- **Master of Occupational Therapy (MOT)**

- **Master of Physician Assistant Studies (MPAS)**

- **Master of Science (MS)**
  - Healthcare Administration
  - Molecular Pathology
  - Speech-Language Pathology
  - Clinical Mental Health Counseling
  - Clinical Rehabilitation Counseling
  - Addiction Counseling

- **Doctor of Audiology (Au.D.)**

- **Doctor of Occupational Therapy (OTD)**

- **Doctor of Philosophy in Rehabilitation Science (Ph.D.)**
  - Concentration in Communication Sciences and Disorders
  - Concentration in Movement Sciences and Disorders

- **Doctor of Physical Therapy (DPT)**
How can I apply for admission to the School of Health Professions?

**A:** Online application information may be accessed via the TTUHSC School of Health Professions website: www.ttuhsc.edu/health-professions/admissions/application.aspx

How can I contact the School of Health Professions?

**A:** You may contact us by using the following information:

Texas Tech University Health Sciences Center  
School of Health Professions Office of Admissions and Student Affairs  
3601 4th Street, Mail Stop 6294  
Lubbock, TX 79430  
Phone: 806-743-3220  
Fax: 806-743-2994  
http://www.ttuhsc.edu/health-professions/  
health.professions@ttuhsc.edu

How is the School of Health Professions organized?

**A:** Our 20 programs are organized into five Departments:

- **Department of Laboratory Sciences and Primary Care**  
  - Programs in Clinical Laboratory Science (B.S.) and Certificate  
  - Program in Molecular Pathology (M.S.)  
  - Program in Physician Assistant Studies (MPAS)

- **Department of Speech, Language, and Hearing Sciences**  
  - Programs in Speech, Language, and Hearing Sciences (B.S.) and Second Degree  
  - Program in Speech-Language Pathology (M.S.)  
  - Program in Audiology (Au.D.)  
  - CSD Concentration, Rehabilitation Science (PhD)

- **Department of Rehabilitation Sciences**  
  - Program in Athletic Training (MAT)  
  - Programs in Occupational Therapy (MOT, OTD, OTDP)  
  - Programs in Physical Therapy (DPT, tDPT, Sc.D.)  
  - Program in Rehabilitation Science (Ph.D.)  
    - Concentration in Communication Sciences and Disorders  
    - Concentration in Movement Sciences and Disorders

- **Department of Healthcare Management and Leadership**
- Program in Healthcare Management (B.S.)
- Program in Healthcare Administration (M.S.)
- Certificate in Health Informatics and Data Analytics
- Certificate Health Systems Policy and Management
- Certificate in Healthcare Finance and Economics
- Certificate in Health Systems Engineering and Management
- Certificate in Long Term Care Administration

- Department of Clinical Counseling and Mental Health
  - Program in Clinical Rehabilitation Counseling (M.S.)
  - Program in Clinical Mental Health Counseling (M.S.)
  - Program in Addiction Counseling (M.S.)
# FALL 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation (CLS, SLHS, SLP, AuD, PhD RS)</td>
<td>August 17</td>
</tr>
<tr>
<td>First day of class</td>
<td>August 18</td>
</tr>
<tr>
<td>Last day of class</td>
<td>December 4</td>
</tr>
<tr>
<td>Last day of the semester</td>
<td>December 11</td>
</tr>
<tr>
<td>Final grades due for graduates by 12:00 noon</td>
<td>December 9</td>
</tr>
<tr>
<td>All final grades posted by 5:00 p.m.</td>
<td>December 14</td>
</tr>
<tr>
<td>First Day of Finals</td>
<td>December 7</td>
</tr>
<tr>
<td>CLS Certificate &amp; 2nd Degree: First Day of Finals</td>
<td>November 30</td>
</tr>
<tr>
<td>Advance registration for next term begins for currently enrolled students</td>
<td>November 3</td>
</tr>
<tr>
<td>Last day for PhD candidates to defend dissertations</td>
<td>October 16</td>
</tr>
<tr>
<td>SHP Job Fair</td>
<td>October 13</td>
</tr>
<tr>
<td>SHP Endowed Lecture Series</td>
<td>TBD</td>
</tr>
<tr>
<td>TTUHSC IPE Symposium</td>
<td>TBD</td>
</tr>
<tr>
<td>IPE Multimedia Contest Opens</td>
<td>November 6 - 31</td>
</tr>
<tr>
<td>Allied Health Professions Week</td>
<td>TBD</td>
</tr>
<tr>
<td>Interprofessional Toy Fair &amp; Expo</td>
<td>October 17</td>
</tr>
<tr>
<td>Final Thesis/Dissertation Document PDF &amp; ETD Form Due to Office of the Dean</td>
<td>November 6</td>
</tr>
<tr>
<td>Children’s Book Drive</td>
<td>August 1 - September 30</td>
</tr>
</tbody>
</table>

## MSHA: 8 WEEK TERMS (MSHA ONLY)

<table>
<thead>
<tr>
<th>Event</th>
<th>1st 8 Week Term</th>
<th>2nd 8 Week Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Class</td>
<td>August 18</td>
<td>October 15</td>
</tr>
<tr>
<td>Last Day of Class</td>
<td>October 13</td>
<td>December 11</td>
</tr>
<tr>
<td>All final grades posted by 5:00 p.m.</td>
<td>October 14</td>
<td>December 14</td>
</tr>
<tr>
<td>Advance registration for current students</td>
<td>November 3</td>
<td>November 3</td>
</tr>
<tr>
<td>Add-drop Period (SHP Office only)</td>
<td>August 18 - 25</td>
<td>October 15 - 22</td>
</tr>
<tr>
<td>Last day to drop a course or withdraw from University without Penalty</td>
<td>August 17</td>
<td>October 14</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>August 25</td>
<td>October 22</td>
</tr>
</tbody>
</table>
**PAYMENT AND REFUNDS**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop for Non-Payment of Tuition &amp; Fees</td>
<td>September 3</td>
</tr>
<tr>
<td>Last day to withdraw from the University &amp; receive a partial refund</td>
<td>September 15</td>
</tr>
</tbody>
</table>

**ADD/DROP (changes in schedule) | WITHDRAWAL (dropping all courses)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Last day to register or withdraw from the University without a penalty</td>
<td>August 17</td>
</tr>
<tr>
<td>Add-drop Period (SHP Office only)</td>
<td>August 18 - September 2</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>September 2</td>
</tr>
<tr>
<td>Last day to drop with an Automatic “W”</td>
<td>October 1</td>
</tr>
<tr>
<td>CLS Certificate &amp; 2nd Degree: Last day to drop a course or withdraw</td>
<td>November 13</td>
</tr>
<tr>
<td>Last day to drop a course or withdraw from the University</td>
<td>November 30</td>
</tr>
</tbody>
</table>

**DEADLINES RELATED TO GRADUATION**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final grades due for graduates by 12:00 noon</td>
<td>December 9</td>
</tr>
<tr>
<td>Official Health Sciences Center Diploma Date</td>
<td>December 12</td>
</tr>
</tbody>
</table>

**CLINICAL/PRECEPTORSHIP/CLERKSHIP**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1: Clinical Experience begins</td>
<td>August 3</td>
</tr>
<tr>
<td>MAT 2: Clinical Experience begins</td>
<td>August 3</td>
</tr>
<tr>
<td>MOT Fieldwork II: 2 begins</td>
<td>August 31</td>
</tr>
<tr>
<td>MOT Fieldwork II: 2 ends</td>
<td>November 20</td>
</tr>
<tr>
<td>DPT: Clinical Experience 1 begins</td>
<td>August 17</td>
</tr>
<tr>
<td>DPT: Clinical Experience 1 ends</td>
<td>October 9</td>
</tr>
<tr>
<td>DPT: Clinical Experience 2 begins</td>
<td>October 12</td>
</tr>
<tr>
<td>DPT: Clinical Experience 2 ends</td>
<td>December 4</td>
</tr>
<tr>
<td>PA: Clerkship 1 begins</td>
<td>August 10</td>
</tr>
<tr>
<td>PA: Clerkship 1 ends</td>
<td>September 18</td>
</tr>
<tr>
<td>PA: Clerkship 2 begins</td>
<td>September 21</td>
</tr>
<tr>
<td>PA: Clerkship 2 ends</td>
<td>October 30</td>
</tr>
<tr>
<td>PA: Clerkship 3 begins</td>
<td>November 3</td>
</tr>
<tr>
<td>PA: Clerkship 3 ends</td>
<td>December 11</td>
</tr>
</tbody>
</table>
## HOLIDAYS AND VACATION DAYS

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day (University Holiday)</td>
<td>September 7</td>
</tr>
<tr>
<td>Thanksgiving (University Holiday)</td>
<td>November 25 - 27</td>
</tr>
</tbody>
</table>

## SPRING 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of class</td>
<td>January 11</td>
</tr>
<tr>
<td>Last day of class</td>
<td>April 30</td>
</tr>
<tr>
<td>Last day of the semester</td>
<td>May 7</td>
</tr>
<tr>
<td>Final grades due for graduates by 12:00 noon</td>
<td>May 5</td>
</tr>
<tr>
<td>All final grades posted by 5:00 p.m.</td>
<td>May 10</td>
</tr>
<tr>
<td>First Day of Finals</td>
<td>May 3</td>
</tr>
<tr>
<td>DPT Graduate Seminar Week</td>
<td>May 3 - 7</td>
</tr>
<tr>
<td>Advance registration for next term begins for currently enrolled students</td>
<td>April 6</td>
</tr>
<tr>
<td>Last day for PhD candidates to defend dissertations</td>
<td>March 26</td>
</tr>
<tr>
<td>CLS Cert &amp; 2nd Degree: First Day of Finals</td>
<td>April 19</td>
</tr>
<tr>
<td>Spring IPE Day</td>
<td>Tentatively February 12</td>
</tr>
<tr>
<td>Final Thesis/Dissertation Document PDF &amp; ETD Form Due to Office of the Dean</td>
<td>April 16</td>
</tr>
</tbody>
</table>

## MSHA: 8 WEEK TERMS (MSHA ONLY)

<table>
<thead>
<tr>
<th>Event</th>
<th>1st 8 Week Term</th>
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</thead>
<tbody>
<tr>
<td>First Day of Class</td>
<td>January 11</td>
<td>March 15</td>
</tr>
<tr>
<td>Last Day of Class</td>
<td>March 5</td>
<td>May 7</td>
</tr>
<tr>
<td>All final grades posted by 5:00 p.m.</td>
<td>March 8</td>
<td>May 10</td>
</tr>
<tr>
<td>Advance registration for current students</td>
<td>April 6</td>
<td>April 6</td>
</tr>
<tr>
<td>Last day to register or withdraw from the University without a penalty</td>
<td>January 10</td>
<td>March 14</td>
</tr>
<tr>
<td>Add-drop Period (SHP Office only)</td>
<td>January 11 - 19</td>
<td>March 15 - 22</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>January 19</td>
<td>March 22</td>
</tr>
<tr>
<td>Last day to drop with an Automatic “W”</td>
<td>February 1</td>
<td>April 2</td>
</tr>
<tr>
<td>Last day to drop a course or withdraw from the University</td>
<td>February 26</td>
<td>April 30</td>
</tr>
</tbody>
</table>

## PAYMENT AND REFUNDS

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop for Non-Payment of Tuition &amp; Fees</td>
<td>January 28</td>
</tr>
<tr>
<td>Last day to withdraw from the University &amp; receive a partial refund</td>
<td>February 8</td>
</tr>
</tbody>
</table>

## ADD/DROP (changes in schedule) | WITHDRAWAL (dropping all courses)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to register or withdraw from the University without a penalty</td>
<td>January 10</td>
</tr>
</tbody>
</table>
### Add-drop Period (SHP Office only)

- **January 11 - 27**
- Last day to add/drop
- Last day to drop with an Automatic “W”
- **February 22**
- CLS Certificate & 2nd Degree: Last day to drop a course or withdraw
- **April 2**
- Last day to drop a course or withdraw from the University

### DEADLINES RELATED TO GRADUATION

**Detailed information:** [http://www.ttuhs.edu/health-professions/commencement/](http://www.ttuhs.edu/health-professions/commencement/)

- **May 5**
  - Final grades due for graduates by 12:00 noon
- **May 8**
  - Official Health Sciences Center Diploma Date
- **May 8**
  - TTUHSC SHP Commencement

### CLINICAL/PRECEPTORSHIP/CLERKSHIP

<table>
<thead>
<tr>
<th>Course/Experience</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1/MAT 2: Clinical Experience begins</td>
<td>January 11</td>
</tr>
<tr>
<td>MAT 2: Clinical Immersion begins</td>
<td>March 28</td>
</tr>
<tr>
<td>MAT 2: Clinical Immersion ends</td>
<td>May 2</td>
</tr>
<tr>
<td>MOT 2 Fieldwork I: 3 begins</td>
<td>January 4</td>
</tr>
<tr>
<td>MOT 2 Fieldwork I: 3 ends</td>
<td>January 15</td>
</tr>
<tr>
<td>DPT: Clinical Experience 3 begins</td>
<td>January 4</td>
</tr>
<tr>
<td>DPT: Clinical Experience 3 ends</td>
<td>February 26</td>
</tr>
<tr>
<td>DPT: Clinical Experience 4 begins</td>
<td>March 8</td>
</tr>
<tr>
<td>DPT: Clinical Experience 4 ends</td>
<td>April 29</td>
</tr>
<tr>
<td>PA: Clerkship 4 begins</td>
<td>January 4</td>
</tr>
<tr>
<td>PA: Clerkship 4 ends</td>
<td>February 12</td>
</tr>
<tr>
<td>PA: Clerkship 5 begins</td>
<td>February 15</td>
</tr>
<tr>
<td>PA: Clerkship 5 ends</td>
<td>March 26</td>
</tr>
<tr>
<td>PA: Clerkship 6 begins</td>
<td>March 29</td>
</tr>
<tr>
<td>PA: Clerkship 6 ends</td>
<td>May 7</td>
</tr>
<tr>
<td>MP: Preceptorship begins</td>
<td>March 15</td>
</tr>
<tr>
<td>MP: Preceptorship ends</td>
<td>May 5</td>
</tr>
<tr>
<td>CLS Traditional: Preceptorship begins</td>
<td>January 4</td>
</tr>
<tr>
<td>CLS Traditional: Preceptorship ends</td>
<td>May 7</td>
</tr>
</tbody>
</table>

### HOLIDAYS AND VACATION DAYS

- **January 18**
  - Martin Luther King Jr. Day (University Holiday)
### FULL SUMMER 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Orientation (PA, PT, AT, OT, SLP, MP, PhD RS)</td>
<td>May 25</td>
</tr>
<tr>
<td>First day of class</td>
<td>May 25</td>
</tr>
<tr>
<td>Last day of class</td>
<td>August 4</td>
</tr>
<tr>
<td>Last day of the semester</td>
<td>August 11</td>
</tr>
<tr>
<td>Final grades due for graduates by 12:00 noon</td>
<td>August 12</td>
</tr>
<tr>
<td>All final grades posted by 5:00 p.m.</td>
<td>August 13</td>
</tr>
<tr>
<td>First Day of Finals</td>
<td>August 5</td>
</tr>
<tr>
<td>MAT I: Last Day of Class</td>
<td>August 4</td>
</tr>
<tr>
<td>MAT I: Last Day of Semester</td>
<td>August 6</td>
</tr>
<tr>
<td>CLS Certificate &amp; 2nd Degree: First Day of Finals</td>
<td>August 4</td>
</tr>
<tr>
<td>Advance registration for next term begins for currently enrolled students</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day for PhD candidates to defend dissertations</td>
<td>June 25</td>
</tr>
<tr>
<td>Final Thesis/Dissertation Document PDF &amp; ETD Form Due to Office of the Dean</td>
<td>July 16</td>
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### PAYMENT AND REFUNDS

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<tr>
<td>Drop for Non-Payment of Tuition &amp; Fees</td>
<td>June 11</td>
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<tr>
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### ADD/DROP (changes in schedule) | WITHDRAWAL (dropping all courses)

<table>
<thead>
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<th>Event</th>
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</tr>
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<tbody>
<tr>
<td>Last day to register or withdraw from the University without a penalty</td>
<td>May 24</td>
</tr>
<tr>
<td>Add-drop Period (SHIP Office only)</td>
<td>May 25 - June 10</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>June 10</td>
</tr>
<tr>
<td>Last day to drop with an Automatic &quot;W&quot;</td>
<td>June 25</td>
</tr>
<tr>
<td>Last day to drop a course or withdraw from the University</td>
<td>July 28</td>
</tr>
</tbody>
</table>

### DEADLINES RELATED TO GRADUATION

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Detailed information: <a href="http://www.ttuhs.edu/health-professions/">http://www.ttuhs.edu/health-professions/</a></td>
<td></td>
</tr>
<tr>
<td>Final grades due for graduates by 12:00 noon</td>
<td>August 12</td>
</tr>
<tr>
<td>Official Health Sciences Center Diploma Date</td>
<td>August 14</td>
</tr>
</tbody>
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### CLINICAL/PRECEPTORSHIP/CLERKSHIP

<table>
<thead>
<tr>
<th>Event</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MOT Fieldwork II: 1 begins</td>
<td>May 24</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>MOT Fieldwork II: 1 ends</td>
<td>August 13</td>
</tr>
<tr>
<td>DPT: Clinical Experience 1 begins</td>
<td>July 12</td>
</tr>
<tr>
<td>DPT: Clinical Experience 1 ends</td>
<td>August 6</td>
</tr>
<tr>
<td>PA: Clerkship 7 begins</td>
<td>May 10</td>
</tr>
<tr>
<td>PA: Clerkship 7 ends</td>
<td>June 18</td>
</tr>
<tr>
<td>PA: Clerkship 8 begins</td>
<td>June 21</td>
</tr>
<tr>
<td>PA: Clerkship 8 ends</td>
<td>July 30</td>
</tr>
<tr>
<td>PA: Final Week</td>
<td>August 2 - 6</td>
</tr>
<tr>
<td>CLS Online: Preceptorship begins</td>
<td>May 17</td>
</tr>
<tr>
<td>CLS Online: Preceptorship ends</td>
<td>August 13</td>
</tr>
</tbody>
</table>

**HOLIDAYS AND VACATION DAYS**

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Day (University Holiday)</td>
<td>May 31</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 5</td>
</tr>
</tbody>
</table>

**SUMMER I 2021**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of class</td>
<td>May 25</td>
</tr>
<tr>
<td>Last day of class</td>
<td>June 29</td>
</tr>
<tr>
<td>Last day of the semester</td>
<td>July 2</td>
</tr>
<tr>
<td>All final grades posted by 5:00 p.m.</td>
<td>July 6</td>
</tr>
<tr>
<td>First Day of Finals</td>
<td>June 30</td>
</tr>
<tr>
<td>MAT II: Last Day of Semester</td>
<td>July 25</td>
</tr>
<tr>
<td>Advance registration for next term begins</td>
<td>June 1</td>
</tr>
</tbody>
</table>

**PAYMENT AND REFUNDS**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop for Non-Payment of Tuition &amp; Fees</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day to withdraw from the University &amp; receive a partial refund</td>
<td>June 5</td>
</tr>
</tbody>
</table>

**ADD/DROP (changes in schedule) | WITHDRAWAL (dropping all courses)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to register or withdraw from the University without a penalty</td>
<td>May 27</td>
</tr>
<tr>
<td>Add-drop Period (SHP Office only)</td>
<td>May 25 - 28</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>May 28</td>
</tr>
<tr>
<td>Last day to drop with an Automatic &quot;W&quot;</td>
<td>June 9</td>
</tr>
<tr>
<td>Last day to drop a course or withdraw from the University</td>
<td>June 24</td>
</tr>
</tbody>
</table>

**HOLIDAYS AND VACATION DAYS**

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Day (University Holiday)</td>
<td>May 31</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 5</td>
</tr>
</tbody>
</table>
### Independence Day Holiday
July 5

### SUMMER II 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of class</td>
<td>July 6</td>
</tr>
<tr>
<td>Last day of class</td>
<td>August 6</td>
</tr>
<tr>
<td>Last day of the semester</td>
<td>August 6</td>
</tr>
<tr>
<td>Final grades due for graduates by 12:00 noon</td>
<td>August 12</td>
</tr>
<tr>
<td>All final grades posted by 5:00 p.m.</td>
<td>August 13</td>
</tr>
<tr>
<td>First Day of Finals</td>
<td>August 9</td>
</tr>
<tr>
<td>Advance registration for next term begins for currently enrolled students</td>
<td>June 1</td>
</tr>
</tbody>
</table>

### PAYMENT AND REFUNDS

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop for Non-Payment of Tuition &amp; Fees</td>
<td>July 14</td>
</tr>
<tr>
<td>Last day to withdraw from the University &amp; receive a partial refund</td>
<td>July 26</td>
</tr>
</tbody>
</table>

### ADD/DROP (changes in schedule) | WITHDRAWAL (dropping all courses)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to register or withdraw from the University without a penalty</td>
<td>July 5</td>
</tr>
<tr>
<td>Add-drop Period (SHP Office only)</td>
<td>July 6 - 13</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>July 13</td>
</tr>
<tr>
<td>Last day to drop with an Automatic &quot;W&quot;</td>
<td>July 20</td>
</tr>
<tr>
<td>Last day to drop a course or withdraw from the University</td>
<td>August 3</td>
</tr>
</tbody>
</table>

### DEADLINES RELATED TO GRADUATION

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final grades due for graduates by 12:00 noon</td>
<td>August 12</td>
</tr>
<tr>
<td>Official Health Sciences Center Diploma Date</td>
<td>August 14</td>
</tr>
</tbody>
</table>

Detailed information: [http://www.ttuhsce.edu/health-professions/](http://www.ttuhsce.edu/health-professions/)
General Policies & Procedures

Core Curriculum Requirement

Students who will be earning their first baccalaureate degree from the Texas Tech University Health Sciences Center must satisfy the coursework requirements of the TTUHSC Core Curriculum.

This base of general knowledge provides students with a foundation in the natural and applied sciences, social sciences, mathematics, humanities, visual and performing arts, and the tools of language and thought. The TTUHSC Core Curriculum complies with 1997 Texas legislation that requires each state-supported institution to establish a core curriculum that encompasses, "basic intellectual competencies in . . . reading, writing, speaking, listening, critical thinking, and computer literacy."

These courses or their equivalents may be taken at any regionally accredited college or university. Students should choose only Core Curriculum courses that satisfy the requirements of their particular TTUHSC degree program, as different core courses may be required by different programs.

TTUHSC Core Curriculum

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication - 6 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>*English 1301 Composition I</td>
<td>3 hours</td>
</tr>
<tr>
<td>*English 1302 Composition II</td>
<td>3 hours</td>
</tr>
<tr>
<td>Mathematics - 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>**Courses with prefix MATH that meet minimum core curriculum requirements</td>
<td>3 hours</td>
</tr>
<tr>
<td>Natural Sciences - 6 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>**Courses with prefixes BIOL, CHEM, GEOL, PHYS, or other natural sciences</td>
<td>6 hours</td>
</tr>
<tr>
<td>Creative Arts - 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>**Any art, music, drama, or theatre arts course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Language, Philosophy, and Culture - 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>**Any literature, philosophy, modern or classical language/literature, or cultural studies course</td>
<td>3 hours</td>
</tr>
<tr>
<td>Social and Behavioral Sciences - 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>**Any psychology, sociology, or anthropology course</td>
<td>3 hours</td>
</tr>
<tr>
<td>American History - 6 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>*HIST 1301 United States History I</td>
<td>3 hours</td>
</tr>
<tr>
<td>*HIST 1302 United States History II</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

(Students may substitute 3 credit hours of Texas History for 3 credits of United States History)

Government/Political Science - 6 Credit Hours
Core Curriculum Electives

Chosen from the fields of student listed above 6 hours

*Course numbers listed are based on the Texas Common Course Numbering System (TCCNS). Check with your academic institution to verify the course number that corresponds with the TCCNS number.

**The above listed courses must meet Texas Common Core requirements at the institution at which you take them.

Instructional Method Definitions

FACE: A traditional face-to-face course in which the student and instructor(s) are in the same physical location (used for clinical courses).

HYBRID: A course in which the majority (greater than 50% but less than 85%) of planned instruction occurs when the student and instructor(s) are not in the same place.

ONLINE: A course in which 85% or more of planned instruction occurs when the student and instructor(s) are not in the same place.

IVC (Interactive Video Conferencing): A course in which synchronous instruction is delivered via two-way transmission between an instructor and student who are not in the same physical location.

Academic Credit Details

Definition of a Semester Credit Hour

The SHP defines semester credit hours for traditional face-to-face lecture courses using the Carnegie and Federal guidelines, namely that 3 Semester Credit Hours (SCH) should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45-48 contact hours depending on whether or not there is a final examination.

Clinical practicum and lab courses are assigned credit hours based on learning objectives rather than the standard contact hour requirements. In such cases, courses are reviewed and approved through a formal school level faculty review process (Academic Affairs Committee) that evaluates the course and its learning outcomes and judges that the course does have learning outcomes comparable to a traditional lecture-based course.

Semester credit hours for online and/or hybrid courses are calculated so as to be equivalent to that of a traditional face-to-face course (i.e., 3 hours of student engagement per week for 3 semester credit hour course).

Course Drop Limits

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education". This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education (in the State of Texas) as first-time freshmen in fall 2007 or later.

Any course that a student drops is counted toward the six-course limit if (1) the student was able to drop the course without receiving a grade or incurring an academic penalty; (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; (3) the student is not dropping the course in order to withdraw from the institution. Exemptions for good cause could allow a
student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause.

Contact the SHP Office of Admissions and Student Affairs personnel for more information before you drop a course.

Any student affected by this statute that has attended or plans to attend another institution of higher education (in the State of Texas) should become familiar with that institution's policies on dropping courses.

Enrollment Status for Students

Texas Tech University Health Sciences Center Office of Student Services, Registrar & Financial Aid defines an undergraduate student as considered enrolled full-time with 12 credit hours per semester and part-time enrolled in 6 credit hours per semester. A graduate student is considered enrolled full-time with 9 credit hours (Fall and Spring) and 6 hours (Summer) and part-time enrolled in 5 credit hours (Fall and Spring) and 3 credit hours (Summer). The School of Health Professions defines a graduate student enrolled in 8 week terms as considered full-time with 6 credit hours per semester and part-time enrolled in 3 credit hours per semester.

Transfer of Credits

The School of Health Professions will accept transfer hours from fully accredited U.S. two year colleges and universities. The School traditionally accepts 66 transfer hours for undergraduate programs; however, additional hours may be accepted upon program approval.

Second Bachelor’s Degree

No second bachelor's degree is conferred until the candidate has completed at least 24 semester hours—exclusive of credit by examination—in addition to the courses counted toward the first bachelor’s degree. A second bachelor’s degree sought by a student who did not graduate from a public Texas university must include the required Core Curriculum.

Credit for Core Requirements Taken at Another State Institution

In accordance with the rules mandated by the Texas Legislature concerning the transfer of core curriculum: "If a student successfully completes the 42 semester credit hour core curriculum at an institution of higher education, that block of courses may be transferred to any other institution of higher education and must be substituted for the receiving institution's core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution unless the board has approved a larger core curriculum at that institution.” (Section 5.402, d)

Credit by Examination for Prerequisite Courses

The School of Health Professions encourages students to use previous learning experiences. Students may demonstrate proficiency in certain subject areas through various programs.

A student may earn prerequisite course credit by examination by four separate programs. These include:

1. Specified College Board (CB) Achievement Tests (SAT Subject Tests)
2. Specified subject examinations of the CB College Level Examination Program (CLEP)
3. Credit for Advanced Placement Examinations, which are part of the Advanced Placement programs (AP) available in a limited number of secondary schools
4. The International Baccalaureate (IB) diploma and/or examinations, dependent upon departmental evaluation.

Credits earned for prerequisite courses by the above listed sources must be specifically listed on an official college transcript from a
previous attended institution. For example, to be given credit for English Composition I, the transcript must read CR 1301 Composition I.

Credit for College Board Achievement Tests (SAT Subject Exams)
Achievement Tests are part of the College Board Admissions Testing Program. Each year there are several national administrations of the SAT Subject Tests. Students should plan to take the specified tests at national testing centers during their senior year of high school at an early testing date in order that scores may be reported to the university by June. For more information, view www.collegeboard.com; visit a high school counselor; or contact Academic Testing Services, Texas Tech University, Box 45002, Lubbock, Texas 79409-5002, 806.742.3671

Credit for Advanced Placement Program Examinations (AP)
The Advanced Placement Examination is the standardized examination for a course offered in participating secondary schools. The objective of the AP is to allow students to begin work toward college credit while still in high school. Students should check with their high school counselor or principal as to the availability of the AP examinations in their school. The AP is offered once a year during May at participating high schools. AP scores are reported to the university in July.

Credit for College Level Examination Program (CLEP)
Under the College Level Examination Program, the School of Health Professions will award credit only for specific examinations. As with the other CB testing programs, a student may attempt a CLEP examination at a national CLEP testing center before enrolling and have the official scores reported to the School of Health Professions. These examinations are offered on the Texas Tech University campus during Red Raider Orientation conferences held each summer, as well as several times each month throughout the year to students currently enrolled, and monthly at national CLEP test centers. Further information concerning the CLEP tests may be obtained by contacting College Level Examination Program at www.collegeboard.com or the TTUHSC Office of the Registrar. Pass or fail grades earned on examinations for these courses will not be considered in determining grade-point averages. TTUHSC Schools may elect not to accept credit by examination, where it is determined that such academic achievement may hinder the success on national licensure exams/certifications.

Credit for International Baccalaureate (IB) Examinations and/or Diploma
The International Baccalaureate is an international program of courses and examinations offered at the high school level. Texas Tech Health Sciences Center welcomes students in the IB program. For those individuals who participate in IB courses, but do not have an IB Diploma, individual course credit may be earned based on the subject and score obtained on specified IB exams. Students must send an official IB examination transcript to Texas Tech University (or other home institution previously attended) to receive credit.

Credit for Educational Courses Completed in the Armed Forces
Credit may be gained for formal service school courses completed in the armed services after evaluation of official documents by the TTUHSC Program Director. The Program Director, in conjunction with the TTUHSC SHP Office of Admissions and Student Affairs will decide if credit awarded for such courses will be applied toward degree requirements.

Grading Criteria
It is the policy of the Texas Tech University Health Sciences Center School of Health Professions to use the following grading criteria:

GPA of:

4.0 = A >= 90%

3.0 = B >= 80.0 and < 90%
2.0 = C >= 70.0 and < 80%
1.0 = D >= 60.0 and < 70%
0.0 = F < 60%

PR: The grade of PR is given only when the work in a course (to include: preceptorship, clinical internship, fieldwork or research) is planned to extend beyond the semester or term. The PR grade must be changed no later than the end of the following semester.

CR: The grade of CR is given only when a student fulfills the requirements for the semester but will register for the same course multiple semesters to complete curriculum requirements (master’s project, thesis or dissertation).

*The School of Health Professions does not grade replace.

Expectations of the Student

Students studying in the School of Health Professions must complete the professional curriculum within the prescribed school and departmental academic and calendar guidelines. Health Professions’ students are required to observe departmental, school, and institutional regulations and requirements. Health Professions’ students are expected to maintain a professional attitude toward the patients to whom they will provide healthcare, and toward the colleagues with whom they learn and work. Only the specific course instructor can excuse absences. Other policies concerning departmental expectations of Health Professions’ students are contained in the student handbooks of the respective departments. Students will be held responsible for both the information contained in this catalog and in the departmental handbooks. In addition, students are expected to abide by all stated school or departmental policies and regulations.

SHP Ethical School Standard

As a student of the School of Health Professions at Texas Tech University Health Sciences Center, I will use my knowledge and skills responsibly to improve the quality of life for those we serve. I will seek in all academic, professional and personal endeavors to demonstrate ethical behavior, honesty, integrity and respect for others.

Student Conduct

Responsible citizenship among college students includes honesty and integrity in class work; regard for the rights of others; and respect for local, state, and federal laws as well as campus standards. Specific standards concerning the rights and responsibilities of students and registered student organizations at TTUHSC are contained in the TTUHSC Institutional Student Handbook Code of Professional Conduct and each departmental Student Handbook. Students are expected to become thoroughly familiar with and abide by these standards. Information regarding student grievances can be found at https://www.ttuhsc.edu/student-affairs/grievances.aspx The TTUHSC Institutional Student Handbook may be obtained from the Office of Student Affairs (suite 2C400 - 806.743.2300), or online at https://www.ttuhsc.edu/student-affairs/handbook.aspx

TTUHSC Title IX Training for Students

One of your first learning experiences at the Texas Tech University Health Sciences Center (TTUHSC) is to complete a mandatory TTUHSC Title IX Training for Students. This training emphasizes the TTUHSC commitment to providing a positive and safe learning environment and includes information on how to report prohibited conduct. Completing this training is a critical step in your journey toward a rewarding educational experience at TTUHSC. For more information, visit http://www.ttuhsc.edu/title-ix/

Student Liability
An essential part of the School of Health Professions education is the clinical experience. Students in all departments of the School of Health Professions are placed in clinical settings outside the institution. Because health professions students will practice patient care under the supervision of graduate professionals, the School of Health Professions will purchase professional liability insurance coverage for the students. A nominal yearly charge to cover the insurance cost is included in student fees paid at registration.

**Interprofessional Practice and Education (IPE) Core Curriculum**

All TTUHSC students, regardless of school affiliation, will be required to complete the IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

**Change of Address**

Students are required to maintain current contact information by making changes on their portal at http://portal.texastech.edu. All correspondence, including financial aid refund checks, will be mailed to the address provided by the student.

**Services for Students**

**Student Organizations**

TTUHSC and the School of Health Professions offer a variety of student organizations. The School sponsors a chapter of Alpha Eta, the national honorary society in Health Professions, for students of the School who have distinguished themselves academically. Departments within the School of Health Professions may have a student group organized for student support and participation in professional activities specific to the department. For more information concerning organizations open to students at TTUHSC, or to register a new organization, please contact the TTUHSC Office of Student Services (https://www.ttuhsc.edu/student-life/default.aspx).

**Student Healthcare**

Students who pay the Medical Services Fee and are enrolled in the School of Health Professions are eligible to receive healthcare through the Department of Family Medicine at TTUHSC. However, services may vary from campus to campus. Information concerning student health services can be obtained from the TTUHSC Student Services Office (https://www.ttuhsc.edu/student-affairs/health.aspx).

**Student Hospitalization Insurance Coverage**

Students are required to have medical/hospitalization insurance coverage while enrolled as a student in the School of Health Professions. It is the student's responsibility to obtain and maintain medical/hospitalization insurance through the provider of their choice. TTUHSC offers such coverage. Information concerning medical/hospitalization insurance can be found at https://www.ttuhsc.edu/student-affairs/health.aspx.

**Legal Services**

Student Legal Services brings legal advice and guidance within the reach of students. Student Legal Services is staffed by three licensed attorneys, an administrative business assistant, law clerks, and student externs from the Texas Tech School of Law. Appointments are necessary to ensure correct placement with the appropriate attorney. The program's primary objectives are providing students with confidential legal advice on individual problems and establishing an educational office designed to inform
students of their obligation, duties, and rights as defined by a system of law. Outreach presentations are available for student organizations and academic classes. Mediation services are also available.

The attorneys for students are able to represent students under limited circumstances; however, most cases are resolved through negotiation, advice, and proper direction. The office is dedicated to the concept of preventative law.

Contact: 307 Student Union, 806.742.3289

Students with Disabilities

It is the policy of the School of Health Professions to conduct educational programs in a place and manner accessible to individuals with disabilities, and to make reasonable modifications and accommodations necessary to achieve this purpose. If accommodations are needed, students must contact TTUHSC Student Disability Services, 806-743-1926, after accepting a class position. The student will be asked to complete an application requesting accommodation(s) and supply documentation necessary to support the application. For additional information on obtaining disability services, visit https://www.ttuhsc.edu/disability/default.aspx

TTUHSC SHP International Student Travel

Eligibility: Students must be eligible to participate in the international program at the time of travel. Contact the School of Health Professions Office of Admissions and Student Affairs for eligibility requirements. If a student has received a Complaint of Misconduct and the complaint has not been resolved prior to the travel date, the student is not eligible to participate in that specific trip. Each student shall verify eligibility requirements with the Program Director and Office of Global Health prior to participation.

Cancellation/Refunds: TTUHSC and the School of Health Professions are not responsible for reimbursement for financial losses as a result of a student canceling travel or losing eligibility to participate in the international program. These financial losses may include but are not limited to airline fares, payment to country host, or any other expenses incurred for student international travel.

International Health Elective

IHHP 1001/1002/1003/1004 International Health Elective: The purpose of this elective is to foster the development of humanism and life-long commitment to service while recognizing the responsibility of an interprofessional team to address global health disparities. Registration in this course is required for students to be eligible to apply for international experiences sponsored through the TTUHSC Office of Global Health. This elective must be approved by the program director and the student is required to complete the standardized application available through the Office of Global Health. Students will receive transcript notation of the International Health Elective (zero credits).

Diversity Statement

The core foundational value of including the diverse cultures, lifestyles, personal beliefs, and ideas of all those we serve and serve alongside provides a positive impact on the health of our regional, national, and global societies. As we pursue excellence in healthcare education, research, and patient care, we will be ever mindful of the strength that is gained through unity in diversity.

Tobacco-Free Environment

TTUHSC prohibits tobacco use in a TTUHSC facility or anywhere on the grounds of any TTUHSC facility to include a leased facility/space. Violations of this policy are subject to disciplinary action as stipulated in HSC Operating Policy and Procedure 70.31, as appropriate. For more information regarding the Tobacco-Free Environment or the Tobacco Intervention Program please visit the TTUHSC web site at www.ttuhsc.edu.
Registration of Convicted Sex Offenders

Chapter 62, Code of Criminal Procedure now requires that all sex offenders register with local law enforcement authorities. Those who intend to be students or attend classes on or at any campus of the Texas Tech University System are required to register with the campus police department in accordance with article 62.153 of the Texas Code of Criminal Procedure within seven (7) days of beginning school. In addition, all such sex offenders who intend to volunteer, work, or carry on a vocation (including full-time or part-time employees and employees of outside contractors) on any campus of Texas Tech University System for a consecutive period exceeding fourteen (14) days or an aggregative period exceeding thirty (30) days in a calendar year are required to register with the campus police department within seven (7) days of beginning work on any campus of the Texas Tech University System. In addition, all such sex offenders are required to notify campus police within seven (7) days of terminating attendance or work on any campus of the Tech University System. All such sex offenders who are currently students, employees, volunteers, or contractor employees must register with campus police. Failure to register, as required, may subject such individuals to criminal penalties. Questions about this new requirement should be addressed to the TTU Police Department, 413 Flint Avenue, Lubbock, TX 79415, (806) 742-3931.

The Texas Tech Police Department is located at 413 Flint Avenue and is operated 24 hours a day, seven days a week. The department provides police services and security for the entire Texas Tech community, an area much larger and more populated than many towns in Texas. The department phone number is 806.742.3931 or, in an emergency call 911.

The Texas Tech Police Department employs 57 officers and 40 civilian employees. The officers are licensed by the Texas Commission on Law Enforcement and are fully commissioned.

The Texas Tech Police Department employs Crime Prevention Specialists available to offer presentations on a number of topics, including personal safety, burglary/theft prevention, sexual assault awareness, and drug and alcohol awareness programs. In addition, these officers will discuss crime prevention with any student, faculty or staff member.

The department posts information and crime statistics online at www.depts.ttu.edu/ttpd.

Student Debts

The School of Health Professions and TTUHSC will not be responsible for debts incurred by student or student organizations. Students must meet all financial responsibilities due the University. The writing of checks on accounts with insufficient funds, the non-payment or delinquent payment of outstanding loans, and failure to meet any other financial obligations to the University, are considered a lack of financial responsibility. Financial irresponsibility can subject the student to action by TTUHSC, including, but not limited to, denial of registration, withholding of grades and transcripts and possible adjudication under the Code of Professional and Academic Conduct. In addition, failure to meet financial obligations to the University may result in: a.) Cancellations of the student’s registration if tuition and registration fees are not paid by the 12th class day and 20th class day (4th class day and 15th class day in summer), or if a returned check given in payment of tuition and fees is not redeemed by that time; b.) Loss of University check writing privileges and possible criminal prosecution for writing insufficient fund checks and for failure to pick up a returned check; c.) A flag placed on a student’s academic records preventing future registration (before registering or requesting a transcript, students may check on the presence of flags on their records by contacting the Office of the Registrar); and/or, d.) Reporting of financial problems to a credit agency or a collection agent.
Policies & Requirements

Admission Policy

Applicants for all programs in the School will be reviewed on an individualized and holistic basis that takes into account each applicant’s demonstrated academic ability; commitment to service; potential for success in and contribution to the profession; and potential for contribution to the overall student-body diversity of the class and the School. Admissions criteria generally will include a consideration of prerequisite course grade-point-average (GPA); overall GPA; Graduate Record Examination (GRE) scores (where applicable); personal statement or essay (where applicable); letters of recommendation (where applicable); honors and awards received; extracurricular and community service activities; and the results of the personal interview (where applicable). Admissions requirements and weights assigned to program-specific criteria will be developed for each program.

Applying for Admission

Students admitted to Texas Tech University should not consider themselves also admitted to the School of Health Professions. For admission to any School of Health Professions program, the online application must be completed and submitted by the program deadline. Each program has its own applicant pool, from which the most qualified students are chosen for an admission review. Those students who best meet the stated qualifications and prerequisites of the individual programs will be accepted as students of TTUHSC and the School of Health Professions. Students who successfully complete the program will receive a degree from the Texas Tech University Health Sciences Center, School of Health Professions. After graduation, a certification or licensure examination may be required.

Deadlines for Application to the Individual Programs

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>APPLICATION OPEN</th>
<th>DEADLINE</th>
<th>SEMESTER(S) PROGRAM STARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rehabilitation Sciences (Ph.D.)</td>
<td>October 1</td>
<td>February 1</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>December 1</td>
<td>March 15</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>August 1</td>
<td>October 15</td>
<td>Spring</td>
</tr>
<tr>
<td>Physical Therapy (Sc.D.)</td>
<td>December 1</td>
<td>March 15</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>March 15</td>
<td>June 1</td>
<td>Fall</td>
</tr>
<tr>
<td>Physical Therapy (DPT)</td>
<td>July 3</td>
<td>October 1</td>
<td>Summer</td>
</tr>
<tr>
<td>Athletic Training (MAT)</td>
<td>September 1</td>
<td>March 15</td>
<td>Summer</td>
</tr>
<tr>
<td>Occupational Therapy (OTD)</td>
<td>July 18</td>
<td>November 15</td>
<td>Summer</td>
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<tr>
<td>Post-Professional Doctor of Occupational Therapy (OTDP)</td>
<td>December 1</td>
<td>April 1</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>March 1</td>
<td>July 1</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>August 1</td>
<td>December 1</td>
<td>Spring</td>
</tr>
<tr>
<td>Physician Assistant Studies (MPAS)</td>
<td>April 25</td>
<td>October 1</td>
<td>Summer</td>
</tr>
<tr>
<td>Molecular Pathology (MSMP)</td>
<td>October 1</td>
<td>February 1</td>
<td>Summer</td>
</tr>
<tr>
<td>Clinical Laboratory Science (CLS)</td>
<td>December 1</td>
<td>May 1</td>
<td>Fall</td>
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<tr>
<td>Clinical Laboratory Science, Second Degree B.S.</td>
<td>December 1</td>
<td>May 1</td>
<td>Fall</td>
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<tr>
<td>Program</td>
<td>Application Dates</td>
<td>Start Dates</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Clinical Laboratory Science, Post-Baccalaureate Certificate</td>
<td>December 1, May 1</td>
<td>Fall</td>
<td></td>
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<tr>
<td>Audiology (Au.D.)</td>
<td>September 1, Early: November 1, Traditional: February 1</td>
<td>Fall</td>
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<tr>
<td>Speech-Language Pathology (SLP)</td>
<td>September 1, February 1</td>
<td>Fall</td>
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<tr>
<td>Speech, Language &amp; Hearing Sciences (SLHS)</td>
<td>December 1, Priority: April 1, Final: July 1</td>
<td>Fall</td>
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<tr>
<td>Speech, Language &amp; Hearing Sciences, Second Degree B.S.</td>
<td>December 1, Priority: April 1, Final: July 1</td>
<td>Fall</td>
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<tr>
<td>Healthcare Administration (MSHA)</td>
<td>January 1, March 1, August 1</td>
<td>Summer, Fall, Spring</td>
<td></td>
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<tr>
<td>Healthcare Management (BSHM)</td>
<td>January 1, March 1, August 1</td>
<td>Summer, Fall, Spring</td>
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<td>Health Informatics and Data Analytics, Post-Baccalaureate Certificate (CRHI)</td>
<td>January 1, March 1, August 1</td>
<td>Summer, Fall, Spring</td>
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<tr>
<td>Health Systems Policy and Management, Post-Baccalaureate Certificate (CRHS)</td>
<td>January 1, March 1, August 1</td>
<td>Summer, Fall, Spring</td>
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</tr>
<tr>
<td>Healthcare Finance and Economics, Post-Baccalaureate Certificate (CRHF)</td>
<td>January 1, March 1, August 1</td>
<td>Summer, Fall, Spring</td>
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<tr>
<td>Health Systems Engineering &amp; Management, Post-Baccalaureate Certificate (CRHE)</td>
<td>January 1, March 1, August 1</td>
<td>Summer, Fall, Spring</td>
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</tr>
<tr>
<td>Long Term Care Administration, Post-Baccalaureate Certificate (CRLA)</td>
<td>January 1, March 1, August 1</td>
<td>Summer, Fall, Spring</td>
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<tr>
<td>Addiction Counseling (MSAC)</td>
<td>February 1, July 1, June 1, November 1</td>
<td>Fall, Spring</td>
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<tr>
<td>Clinical Mental Health Counseling (MSMH)</td>
<td>February 1, July 1, June 1, November 1</td>
<td>Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>Clinical Rehabilitation Counseling (MSCR)</td>
<td>February 1, July 1, June 1, November 1</td>
<td>Fall, Spring</td>
<td></td>
</tr>
</tbody>
</table>

**Qualifying for Admission**

A student who wishes to enroll in the School of Health Professions must fulfill the general admissions criteria contained in this catalog, as well as the specific criteria of each program. Information for applications to any Health Professions program may be accessed via the Texas Tech University Health Sciences Center, School of Health Professions web site at [http://www.ttuhsc.edu/health-professions/](http://www.ttuhsc.edu/health-professions/).
Applicants to the Professional Programs

Applicants to the professional programs must have completed all prerequisite courses and met all other conditions of admission before entering the first professional program course. Acceptable minimum grade point averages vary with program and are stated in the appropriate section of this catalog. A personal interview may be required of each applicant.

Prerequisite Course Credits

All questions of course acceptability must be referred to the academic advisors in the School of Health Professions Office of Admissions and Student Affairs. All college level, non-vocational courses completed at regionally accredited colleges and universities (not including trade or technical schools) will be evaluated for acceptance of prerequisite course credit by the School of Health Professions Office of Admissions and Student Affairs. In general, credit hours with a grade of C or higher will be accepted. However, evaluation of specific courses is required and decisions made by the program are final. Each student will be notified of acceptance of prerequisite courses. If the required science courses were completed seven or more years prior to admission into the School of Health Professions, the student may be required to retake courses.

State Authorization for Distance Education and Clinical Education

Texas Tech University Health Sciences Center (TTUHSC) has been approved by the Texas Higher Education Coordinating Board to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. California is currently the only state that is not a NC-SARA member. As a public institution, TTUHSC is exempt from state oversight in California and not required to register with the Bureau for Private Postsecondary Education (BPPE).

Please see the SARA Policies and Standards document for details of specific authorized activities. Please note that TTUHSC is not authorized to conduct internships leading to professional licensure without direct coordination with the licensure board in that state. TTUHSC has implicit or explicit agreement to conduct 100% online learning activities to students in the indicated states. These agreements do not explicitly allow additional activities with a few exceptions such as a limited number of legislative internships in Washington, D.C. NC-SARA also does NOT include approval by State Boards – such as Board of Nursing, Physical Therapy, etc.

Student Complaints: https://www.ttuhsc.edu/student-affairs/grievances.aspx

Applicant Pool

Applicants will be considered for admission only when completed application forms and appropriate supporting documents have been received. All applicants are carefully evaluated by the respective program admissions committees concerning qualifications and potential for successful completion of a professional curriculum.

Admissions Checklist

- Be certain you will be able to meet all admission requirements by the class starting date.
- Application materials may be accessed via the Texas Tech University Health Sciences Center, School of Health Professions’ web site at www.ttuhsc.edu/health-professions/.
- Complete all admission materials and mail official transcripts to Texas Tech University Health Sciences Center, Office of Admissions and Student Affairs, School of Health Professions at 3601 4th Street, Mail Stop 6294, Lubbock, Texas, 79430.
- Have current, official transcripts of all college coursework sent to the above address. Make certain that the transcripts are mailed to the above address only. Do not send transcripts to Texas Tech University; this will delay processing of your application. It is the applicant's responsibility, before the admissions deadline for each program, to see that updated transcripts containing the applicant's most recently completed coursework have been received.
- It is the applicant's responsibility to confirm that all necessary application materials have been received before the closing date for receiving application materials.

NOTE: All applicants with completed applications will be notified in writing as to the final status of their application after review by program admissions committees. Interviews and additional tests may be required before final admission decisions are reached.

## Criminal Background Check

The TTUHSC School of Health Professions requires a Criminal Background Check (CBC) after admission but prior to matriculation. CBCs allow the university to evaluate whether TTUHSC students are qualified, eligible, and possess the character and fitness to participate in clinical care and/or clinical rotation sites at TTUHSC or participating institutions.

## Immunizations

Students in the School of Health Professions must have had the following immunizations:

- Varicella (Chicken Pox) Positive Varicella Titer (blood test). TTUHSC does not accept a vaccine for this requirement.
- Measles, Mumps, and Rubella (MMR) Positive MMR titer (blood test). TTUHSC does not accept a vaccine for this requirement.
- Tuberculosis: 2 –STEP TB skin test (within the past 3 months).
- Hepatitis B: Positive Hepatitis B titer. TTUHSC does not accept a vaccine for this requirement.
- Tetanus/diphtheria (Td): Tetanus Diphtheria booster (required within past 10 years)
- Tdap (Tetanus, Diphtheria, and Acellular Pertussis): One time Adult Dose (these are only good for 10 years, must be good for you entire length of stay)
- Meningococcal Vaccine (MCV): Adults 22 and younger (vaccine within the last 5 years)
- Influenza Vaccine.

### Programs

<table>
<thead>
<tr>
<th>Programs</th>
<th>Required Immunizations/Titers</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPT, MP, CLS, PA</td>
<td>*Varicella Titers, MMR Titers, *Hepatitis B Titer, 2-step Tb skin test, Tdap vaccine, Meningococcal Vaccine, Influenza Vaccine (required during Flu season October-March)</td>
</tr>
<tr>
<td>OTD MAT, SLHS (SLHS, SLP, AUD)</td>
<td>*Varicella Vaccines, MMR Vaccines, Hepatitis B Vaccines, 2-step Tb skin test, Tdap vaccine, Meningococcal Vaccine, Influenza Vaccine (required during Flu season October-March)</td>
</tr>
<tr>
<td>Certificate/Second Degree CLS</td>
<td>*Varicella Titers, *MMR Titers, *Hepatitis B Titers, 2-step Tbskin test, Tdap vaccine, Meningococcal Vaccine, Influenza Vaccine (required during Flu season October-March)</td>
</tr>
</tbody>
</table>

*Titers (Blood Work)

It is the student's responsibility to obtain and maintain proof of all required immunizations. The cost of immunizations is also the student's responsibility. These requirements can be found on the Institutional Health website under School of Health Professions: [http://www.ttuhsc.edu/institutional-health/](http://www.ttuhsc.edu/institutional-health/)

## International Prospective Students

For students who are not citizens/permanent residents of the U.S.
Application Procedures

The following requirements should be followed carefully in order for an applicant to be considered for a program at Texas Tech University Health Sciences Center, School of Health Professions. Please use your name as it appears on your passport on your application and all other communication with TTUHSC.

Completed Application

**Application:** Applications must be complete and submitted online. The applicant’s name must be the same as it appears on the passport. All institutions attended must be included on the application. Falsification of application information will void admission to Texas Tech University Health Sciences Center.

**Non-Refundable Application Fee:** A nonrefundable application fee ($75) is required for the application to be complete. Application fees cannot be waived (with the exception for Faculty/Staff waivers). Acceptable methods of payment are checks drawn on a U.S. bank, cashier’s checks, U.S. or international postable money orders, international money orders, or credit cards. The application fee may be paid through the application, online [http://www.ttuhsc.edu/health-professions/admissions/application.aspx](http://www.ttuhsc.edu/health-professions/admissions/application.aspx) or by sending payment to:

Texas Tech University Health Sciences Center
Office of Admissions and Student Affairs 3601 4th Street, Mail Stop 6294
Lubbock, TX 79430

**Official Proof of English Proficiency:** All international applicants must provide proof of English proficiency from one of the following before their applications can be considered for admission:

- **TOEFL (Test of English as a Foreign Language; [www.toefl.org](http://www.toefl.org))** - The minimum TOEFL score required is 550 (paper-based version) or 79 (internet-based version). The TOEFL score must be received directly from the Educational Testing Service (ETS); Texas Tech University Health Sciences Center’s institutional code is 6851. TOEFL scores are valid for only two years.

- **IELTS (International English Language Testing Service; [www.ielts.org](http://www.ielts.org))** - The minimum IELTS required score is an overall band score of 6.5 on the Academic version; IELTS General Training results are not acceptable. There is no IELTS institution code for Texas Tech University Health Sciences Center. IELTS scores are valid for only two years.

**Countries exempt from the English language proficiency requirement:**

- Australia
- Canada (except the Province of Quebec)
- Commonwealth Caribbean Countries:
  - Anguilla
  - Antigua
  - The Bahamas
  - Grenada
  - Guyana
  - Jamaica
  - Republic of Ireland
  - United Kingdom (England, Scotland, Northern Ireland, & Wales)

Official TOEFL score reports or official IELTS results are required from all other countries, unless the applicant has received a
degree from an accredited college/university in one of the above-listed countries.

TOEFL can also be waived based on SAT and ACT scores, at the school’s discretion.

TOEFL can also be waived if the student took 4 consecutive long semesters of credit-bearing/non-development/non-ESL courses at an accredited post-secondary school in the US.

**Foreign Transcripts:** International applicants that have taken any courses outside the U.S., must have a foreign transcript evaluation from a foreign transcript evaluation agency. We do not mandate evaluations come from a certain company; however they must be a detailed course-by-course evaluation.

Foreign transcript evaluations must be official, coming to us directly from the evaluation agency.

If multiple institutions outside the U.S. have been attended, the evaluation must include all institutions attended.

**Proof of Financial Support:** International applicants must provide proof of financial support as part of their application materials. Proof of funding can be by any of the means below:

1. Student can support themselves. Required documents:
   * Student must submit a copy of their bank statement
   * No financial statement is needed

2. Student can have a sponsor. Required documents:
   * Student must submit a copy of the sponsor’s bank statement
   * A financial affidavit stating their intent to sponsor

**Passport:** International applicants must submit a copy of their passport.

**SHP Readmission Application**

Students who fail to register or who leave school during a spring or fall semester must submit the application and oath of residency plus a $75 non-refundable application fee. A former student who seeks to be readmitted to a program in the School of Health Professions must have withdrawn in good academic standing and meet all current admissions and degree requirements for the semester of readmission. Automatic readmission is not guaranteed; programs will consider students on a case-by-case basis. For questions concerning the readmission process, email health.professions@ttuhsc.edu.

**Leave of Absence**

In extreme circumstances it may be necessary for a student to be absent from class for an extended time. The School of Health Professions may grant a leave with the approval of the department chair and the consent of the Dean. For information concerning a leave of absence, contact the School of Health Professions Office of Admissions and Student Affairs.

**Withdrawal from the SHP**

A student who wishes to withdraw from the School of Health Professions must first meet with their program director then contact the Office of Admissions and Student Affairs to receive an Official Withdrawal Form. This form must be initialed by faculty or staff from specific areas within the Health Sciences Center. After the withdrawal form is completed, it must be returned to the Office of Admissions and Student Affairs for processing. Students who fail to complete this self-initiated withdrawal process within 5 class days will be subject to administrative withdrawal and/or dismissal from the School of Health Professions.
Graduation

A student must be enrolled at Texas Tech University Health Sciences Center in the term in which they plan to graduate and possess the minimum GPA requirement as determined by the program. A student planning to graduate must complete the required application for graduation. Students enrolled in a distance education program may not have more than 6 hours remaining after the spring commencement date to be eligible to submit an application for graduation and participate in commencement ceremonies unless Dean's approval has been obtained.
Financial Information

Tuition and Fees

Texas Tech University Health Sciences Center reserves the right, without notice in this catalog, to amend, add to, or otherwise alter any or all fees, rates or other charges set forth herein by action of the Board of Regents of Texas Tech University or the Texas State Legislature, as the case may be.

Texas residents will be charged tuition at a rate of $207 per semester credit hour. Non-resident and foreign students will be charged tuition at a rate of $629 per semester credit hour. Both resident and non-resident students enrolled in graduate programs will be charged an additional $50 per semester credit hour.

To be granted status as a resident of Texas for educational purposes, proper documentation must be on file in the TTUHSC Office of the Registrar. Each student will be required to complete a written residency oath upon applying. For detailed information regarding residency status, contact the TTUHSC, Office of the Registrar. Foreign students seeking entry into the School of Health Professions must be processed through the International Admissions Counselor at Texas Tech University.

Traditional Tuition & Fees Table*

**Fall or Spring Semester**
Full-time student enrolled in 15 hours

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>Tuition</strong></td>
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</tr>
<tr>
<td>Resident Undergraduate</td>
<td>$3,165.00</td>
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<tr>
<td>Resident Graduate</td>
<td>$3,915.00</td>
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<tr>
<td>Non-Resident Undergraduate</td>
<td>$9,300.00</td>
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<tr>
<td>Non-Resident Graduate</td>
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<tr>
<td><strong>Student Services Fee</strong></td>
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<tr>
<td><strong>Placement Guarantee Fee</strong> (All 1st year students, non-refundable)</td>
<td>$125.00</td>
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<tr>
<td><strong>Student Malpractice Insurance Fee</strong> ($61 for PA students)</td>
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<tr>
<td><strong>Data Management Fee</strong> (PA)</td>
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<td><strong>Data Management Fee</strong> (AT)</td>
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<td><strong>Data Management Fee</strong> (PT)</td>
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<td><strong>Microscope Usage Fee</strong> (CLS Juniors &amp; Seniors annually)</td>
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<tr>
<td><strong>CLS (Traditional Program) Preceptorship Fee</strong></td>
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<td><strong>CLS (Online) Preceptorship Fee</strong></td>
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<td><strong>CLS (Traditional/Online) Clinical Simulation Fee</strong></td>
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<td><strong>MP Simulation Fee</strong></td>
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<td><strong>MP Preceptorship Fee</strong></td>
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<td>Fee</td>
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<tr>
<td>PA SimLife Fee</td>
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<td>SLHS Practicum Fee (Dept. of SLHS only)</td>
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<tr>
<td>Calibration Fee (Dept. of SLHS only)</td>
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<tr>
<td>Medical Services Fee</td>
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<td>Screening &amp; Immunization Fee (Fall &amp; Spring)</td>
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<td>Recreation Center Fee</td>
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<td>Identification Card Fee</td>
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<td>Informational Technology Fee</td>
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<td>Student Athletic Fee</td>
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<td>Record Processing Fee</td>
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<td>Synergistic Center Fee (Student Union Fee)</td>
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<td>International Education Fee</td>
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<tr>
<td>Academic Department Instructional Assessment Fee</td>
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<td>Graduation Fee</td>
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<td>Learning Resources Fee</td>
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<td><strong>Total Tuition &amp; Fees for Semester (estimate)</strong></td>
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<td>Resident Undergraduate</td>
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<td>Non-Resident Undergraduate</td>
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<td>Non-Resident Graduate</td>
<td>$11,535.20</td>
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**Summer Session**

Duration of 10 weeks or longer

Full-time student enrolled in 7 hours

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<th>Amount</th>
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<tbody>
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<td>Resident Graduate</td>
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<td>Non-Resident Undergraduate</td>
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<td>Non-Resident Graduate</td>
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<tr>
<td><strong>SHP Anatomy Fee (AT, OT, PA &amp; PT only)</strong></td>
<td>$1,200.00</td>
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<td>PA Emergency Management Fee</td>
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</table>
SLHS Practicum Fee (Dept. of SLHS only) $300
Calibration Fee (Dept. of SLHS only) $25.00
Student Services Fee $132.00
Medical Services Fee $70.00
Recreation Center Fee $75.00
Identification Card Fee $6.00
Informational Technology Fee $140.00
Record Processing Fee $15.00
Synergistic Center Fee (Student Union Fee) $5.00
International Education Fee $4.00
Academic Department Instructional Assessment Fee $400.00
Educational Technology Fee $165.00
Learning Resources Fee $91.00

Total Tuition & Fees for Summer Semester (estimate)

Resident Undergraduate $2,580.00
Resident Graduate $2,930.00
Non-Resident Undergraduate $5,443.00
Non-Resident Graduate $5,793.00

*These fees may not represent all costs incurred to students. Many courses within each program have special instruction fees that will be applied to tuition as necessary. Students on regional campuses have appropriate fees waived.

Distance Learning Tuition & Fees

*Non-resident students, residing in the state of Texas, will be assessed tuition and fees at the rates provided in the section above. The Distance Learning rates provided below only apply to non-resident students physically residing outside of the State of Texas.

Clinical Laboratory Science (Second Degree & Certificate)

Out-of-state students enrolled in a distance learning program pay a fee of $489 per credit hour, which is $1,467 per three hour course. A record processing flat fee of $15, learning resource fee of $13 per credit hour, Institutional information technology fee of $20 per credit hour, Student Services Fee of $26.40, and School of Health Professions educational technology flat fee of $165 will also be assessed each semester. A malpractice insurance flat fee of $14.50 will be assessed annually and a screening and immunization flat fee of $42.50 will be assessed semiannually.

Students enrolled in the Clinical Laboratory Science (Second Degree and Post-Baccalaureate Certificate) programs will be responsible for proctoring expenses associated with midterm and final examinations.
Healthcare Administration
Out-of-state students enrolled in a distance learning program pay a fee of $579 per credit hour, which is $1,737 per three hour course. A record processing flat fee of $15, learning resource fee of $13 per credit hour, Institutional information technology fee of $20 per credit hour, Student Services Fee of $26.40, and School of Health Professions educational technology flat fee of $165 will also be assessed each semester.

Healthcare Management
Out-of-state students enrolled in a distance learning program pay a fee of $323.50 per credit hour, which is $970.50 per three hour course. A record processing flat fee of $15, learning resource fee of $13 per credit hour, Institutional information technology fee of $20 per credit hour, Student Services Fee of $26.40, and School of Health Professions educational technology flat fee of $165 will also be assessed each semester.

Addiction Counseling
Clinical Rehabilitation Counseling
Clinical Mental Health Counseling
Out-of-state students enrolled in a distance learning program pay a fee of $579 per credit hour, which is $1,737 per three hour course. A record processing flat fee of $15, learning resource fee of $13 per credit hour, Institutional information technology fee of $20 per credit hour, Student Services Fee of $26.40, and School of Health Professions educational technology flat fee of $165 will also be assessed each semester. A malpractice insurance flat fee of $14.50 will be assessed annually and a screening and immunization flat fee of $42.50 will be assessed annually.

Doctor of Science in Physical Therapy
Transitional Doctor of Physical Therapy Pathway
Out-of-state students enrolled in a distance learning program pay a fee of $724 per credit hour, which is $2,172 per three hour course. A record processing flat fee of $15, learning resource fee of $13 per credit hour, Institutional information technology fee of $20 per credit hour, Student Services Fee of $26.40, and School of Health Professions educational technology flat fee of $165 will also be assessed each semester. A malpractice insurance flat fee of $14.50 will be assessed annually and a screening and immunization flat fee of $42.50 will be assessed annually to students enrolled in the Doctor of Science in Physical Therapy program only.

Post-Professional Doctor of Occupational Therapy
Out-of-state students enrolled in a distance learning program pay a fee of $724 per credit hour, which is $2,172 per three hour course. A record processing flat fee of $15, learning resource fee of $13 per credit hour, Institutional information technology fee of $20 per credit hour, Student Services Fee of $26.40, and School of Health Professions educational technology flat fee of $165 will also be assessed each semester. A malpractice insurance flat fee of $14.50 will be assessed annually and a screening and immunization flat fee of $42.50 will be assessed annually.

Refund of Tuition & Fees
Refund Policies (Institution and Title IV Withdrawal/Refund Policies)
Detailed information about the impact of decreasing course load on:
Institutional Refund Policy

Refund Policies for Tuition and Fees. Texas Education Code, Section 54.006, provides the amount of tuition and fees to be refunded to students who drop courses or withdraw from the institution. Class day count is based on the official institution calendar for the school, not the specific course dates.

Students who drop a course, but remain enrolled at the institution will be refunded at the following rate:

<table>
<thead>
<tr>
<th>Term</th>
<th>Class Day</th>
<th>% of Refund of Charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 5 weeks but less than 10 weeks in duration</td>
<td>1st class day through 4th class day</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>After the 4th day of class</td>
<td>None</td>
</tr>
<tr>
<td>Duration of 10 weeks or longer</td>
<td>1st class day through 12th class day</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>After the 12th day of class</td>
<td>None</td>
</tr>
</tbody>
</table>

Students who withdraw from the institution (zero semester credit hours) are required to pay tuition and fees according to the following schedule based on their official withdrawal date:

<table>
<thead>
<tr>
<th>Term</th>
<th>Class Day</th>
<th>% of Refund of Charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 5 weeks but less than 10 weeks in duration</td>
<td>Before the 1st class day</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>1st, 2nd, or 3rd class day</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>4th, 5th, or 6th class day</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>7th class day or later</td>
<td>None</td>
</tr>
<tr>
<td>Duration of 10 weeks or longer</td>
<td>Before the 1st class day</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>First 5 class days</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Second 5 class days</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Third 5 class days</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Fourth 5 class days</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>21st class day or later</td>
<td>None</td>
</tr>
</tbody>
</table>

NOTE: Any refund due to a student will be after calculation of the amount of tuition and fees due at the time of withdrawal. If the student has paid less than the amount due at the time of withdrawal, the student will be required to pay the percentage due.

Students who withdraw from TTUHSC or drop all courses during a term that receive(d) financial aid

It's important for students who receive financial aid and withdraw or drop all courses during the term to be aware of the refund policies and to understand the impact they will have on the aid released and the continued financial aid eligibility. Current refund policies for students who withdraw or drop all courses during a term are determined by the Higher Education Title IV refund regulations.

Federal Refund and Repayment calculations must be performed for students who receive Title IV (Pell, FSEOG, Perkins and/or Stafford Loans) funds and officially withdraw from all courses, drop out of all courses, are expelled, take an unapproved leave of absence, or fail to return from an approved leave of absence prior to the 60% date of the term. All "unearned aid" must be returned to the federal aid programs as determined by the Federal Refund and Repayment calculations.

The requirements for Title IV program funds are separate from the university refund policy. As such, you are responsible for unpaid institutional charges remaining after the refund calculation. You are also responsible for charges/balances created by...
If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAIL (1-800-433-3243). TTU users may call 1-800-730-8913. Information is also available on Student Aid on the web at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

In order to keep all the financial aid issued in each term, students must be enrolled for at least 60% of the term. After this point in the term, students have earned 100% of the Title IV funds released for the term. Therefore, it is in your best interest to maintain attendance and complete at least one class each term that you receive federal aid to avoid repayment of funds.

How the calculation works:

1. Number of days attended ÷ Days in semester = % of semester completed
2. Total $ disbursed x % completed = Earned $
3. Total $ disbursed - Earned $ = $ to be returned

Once it is determined that you owe money back to any of the federal aid programs, you will be ineligible to receive further federal aid at TTUHSC or any other institution until this debt is cleared.

### Textbooks & Supplies

The cost of books and supplies will vary with the different curricula. School of Health Professions students can expect to pay approximately $500-$750 per semester for books and supplies. Some professional students will also be required to purchase lab coats and accessories for course work at TTUHSC.

### Financial Aid

Grants and loans are available through the TTUHSC Financial Aid Office. All students interested in receiving grants and/or loans must complete a Free Application for Federal Student Aid (FAFSA) and include TTUHSC’s school code on the FAFSA (016024). The online FAFSA application is available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

NOTE: Financial aid offers from other colleges and universities, including TTU, are not transferable to TTUHSC. For further information regarding financial aid, please contact:

TTUHSC Financial Aid Office
3601 4th Street, Suite 2C 400
Lubbock, TX 79430
806-743-3025
[financial.aid@ttuhsc.edu](mailto:financial.aid@ttuhsc.edu)

### Scholarships

The School of Health Professions has many scholarships available. These are administered through the Office of Admissions and Student Affairs. Scholarships are designed to reward, encourage and assist students in pursuing academic excellence and leadership. Scholarships are awarded on the basis of academic achievement (e.g. grade point average and GRE scores), extracurricular activities (e.g. involvement, volunteer history and employment), personal interview, written essay and in some cases, financial need. Some scholarships may have additional, very specific qualifications (county of residence, etc.).

A non-resident student may be eligible to pay in-state tuition rates if the student receives an institutional competitive scholarship totaling at least $1,000 for the academic year and/or summer for which the student is enrolled. Most scholarships are considered “competitive” in nature. However, not all meet the requirements necessary to waive out-of-state tuition for non-resident recipients.
Master of Science in Clinical Mental Health Counseling (MSMH)

Our program is applying for accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

1001 North Fairfax Street, Suite 510
Alexandria, VA, 22314
703.535.5990
http://www.cacrep.org

The MHC Profession

Mental health counselors provide and coordinate services for people with a range of behavioral health concerns. Providing treatment and support to individuals and families, services are provided in both individual and group contexts. Assisting clients in developing strategies to cope with and recover from the symptoms of behavioral disorders, emphasis is placed on returning to optimal emotional functioning. Many mental health counselors work in facilities that involve interprofessional relationships with other healthcare providers. This is done through a range of activities, including: appraisal, individual and group counseling, treatment planning, referral and coordination with other service providers and assisting clients to cope effectively with their environment and function as independently as possible.

Program Description

This Mental Health Counselor education curriculum is designed to involve the learner as an active participant in the essential knowledge, skills and attitudes necessary for competent practice in the field; and conforms closely to the stated requirements for the graduate education of mental health counseling professionals as set forth by accrediting and certification bodies. It is the intent of the program to graduate students who are:

- Ready to acknowledge the importance of ensuring dignity, independence, and wellness for persons with behavioral disorders;
- Dedicated to adhering to the key values, standards, and codes of ethics as set forth by state and national licensing and certifying bodies;
- Engaged in reflective, creative problem-solving;
- Sensitive to the collaborative therapeutic relationship;
- Involved in leadership roles to develop and enhance service delivery systems;
- Able to act as a responsible advocate for affected clients and their families.

Graduates of the program can seek employment in behavioral or mental health centers, state agencies, hospitals, healthcare facilities, non-profit organizations, prisons, probation and corrections agencies, insurance companies, health management organizations, educational institutions, and research organizations. The program actively recruits students from diverse populations.

The Master of Science in Clinical Mental Health Counseling (MSMH) degree program is a distance education, 60 semester credit hour graduate program, designed to provide a comprehensive exposure to the field of Mental Health Counseling.

The MSMH program was designed specifically for people who experience barriers to attending traditional types of graduate programs. The program is ideal for people who are employed full time, who live in rural or isolated areas; have family or personal responsibilities that prevent them from taking on-campus study; or who simply cannot take extended time off to attend school.
Clinical Education

Clinical education is an integral aspect of the program. The MSMH program complies with all requirements for practicum and clinical internships as set forth by the relevant accrediting and certifying organizations. In order to meet these requirements, Mental Health Counseling students will be required to undertake two forms of practical education during their program. First, all students will participate in a 100 hour supervised mental health counseling practicum, which fosters personal growth, provides active learning experiences, enhances student insights into individual, group, and organizational behavior, and introduces students to counseling approaches and the issues that affect service delivery. Delivered on a distance basis, these experiences will combine applied instruction by faculty with supervised practicum experiences in off campus settings, either at the student’s place of employment (when appropriate) or in designated clinical settings.

Second, all students are required to undertake a 600 hour supervised internship in a mental health focused clinical setting. Students employed in Mental Health Counseling settings may, with Program approval, utilize these locales for their internship experiences. Students not so employed shall be assisted in locating placements in appropriate, supervised clinical settings.

Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level Mental Health Counselors to work competently and ethically through the mastery of evidence-based counseling practices. Our focus centers on understanding the unique needs of persons with mental health concerns across their lifespans in the community, workplace, personal relationships and activities.

Program Goals

The goal of the program is to prepare counselors with the counseling knowledge, attitudes, and skills to assist clients with mental health concerns to use their own resources and opportunities to meet their developmental, educational and interpersonal needs. To accomplish this goal, the program provides educational and practical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

The MSMH program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide mental health counseling services in a variety of employment settings.

- Providing a rigorous academic environment that provides a solid foundation to prepare entry level Mental Health Counselors who meet national certification standards.

- Working closely with the public and private counseling communities to ensure well-trained graduates who are considered valued employees.

- Developing a faculty that is valued by our students and the counseling community for our teaching, research, and service.

- Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.

- Developing commitment within students to empower individuals with mental health concerns to identify and maximize their
resources to meet their developmental, vocational, independent living, and educational needs.

- Instilling within students a commitment to develop a life-long commitment to learning professionalism continuing education throughout their career.

Certification and Licensure

Upon completion of the MSMH program, students will possess the competencies and experiences necessary to take the national certification examinations, and if successful, be credentialed as a Nationally Certified Counselor (NCC). In addition, graduates of the MSMH program will be able to take the National Counselor Examination (NCE) and apply for licensure as a Licensed Professional Counselor (LPC) in most states.

Admission to the Program

The MSMH Program has a rolling admission policy, however, students applying for the Fall semester must submit an application by June 1 and those applying for Spring semester must submit an application by October 1.

Individuals applying to the program should already hold a bachelor’s degree from a regionally accredited college or university, preferably in a related area such as psychology, social work, counseling, special education, sociology, nursing, and related disciplines, however all disciplines are accepted.

To be considered for admission, applicants must meet the following requirement:

1. Bachelor’s degree from an accredited university with a minimum overall GPA of 2.7 from all previous institutions, OR
2. Bachelor’s degree from an accredited university with a minimum overall GPA of 2.7 in the last 60 semester hours of courses or ANY graduate study.

Graduate Record Examination (GRE) or Millers Analogies Test (M.A.T.) scores are NOT required for entry into the MSMH program. Prior work or volunteer experience in human service settings is considered a valuable attribute for applicants, but is not mandatory. Students may transfer up to 9 credit hours, if applicable, with program approval. Persons with disabilities are strongly encouraged to apply.

Application Process

Students will submit a completed application form, transcripts, letter from the applicant outlining their rationale for applying to the program, 2 letters of reference, and a resume. Qualified candidates may be contacted for an interview.

It is the applicant's responsibility to assure that all supporting documentation is received by the Admissions Department. Application materials and detailed information on application procedures and Admission criteria can be accessed via the Texas Tech University Health Sciences Center, School of Health Professions website at http://www.ttuhsc.edu/health-professions/admissions/application.aspx. Applications for non-degree seeking students wishing to participate in selected MSMH courses are accepted up to three weeks prior to the start of the semester.

MSMH Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPMC 5301</td>
<td>Introduction to Counseling &amp; Ethical</td>
</tr>
<tr>
<td>HPMC 5302</td>
<td>Counseling Theories</td>
</tr>
<tr>
<td>HPMC 5303</td>
<td>Human Growth &amp; Development</td>
</tr>
<tr>
<td>HPMC 5304</td>
<td>Career Counseling</td>
</tr>
</tbody>
</table>
HPMC 5305      Psychopathology & Diagnosis 3
HPMC 5306      Treatment Planning & Case Management 3
HPMC 5307      Multicultural Counseling 3
HPMC 5308      Research & Statistics 3
HPMC 5309      Group Counseling 3
HPMC 5311      Addictions 3
HPMC 5312      Assessment 3
HPMC 5313      Micro Counseling 3

Total Hours = 36

**MAJOR COURSEWORK**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPMC 5330  Foundations of Counseling &amp; Ethical Development</td>
<td>3</td>
</tr>
<tr>
<td>HPMC 5331  Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HPMC 5332  Psycho-pharmacology for Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>HPMC 5333  Professional Development in Mental Health Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours = 12

**PRACTICAL EXPERIENCE**

*Requires individual professional counseling liability insurance policy*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPMC 5314  Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HPMC 6001  Internship</td>
<td>3 - 9</td>
</tr>
</tbody>
</table>

Total Hours = 12

**COMPREHENSIVE EXAMINATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPMC 6050  Comprehensive Examination</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Hours = 0

**ELECTIVES**

*Elective credits are optional and not required for graduation.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPMC 5111  Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>HPMC 5310  Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Science in Clinical Mental Health Counseling (MSMH) Course Descriptions

HPMC 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O) An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

HPMC 5301 Introduction to Counseling and Ethical Development (3:3:0,O) This course introduces students to the profession of counseling, including the history of the counseling profession, professional accreditation and licensure requirements, the role of professional organizations in counseling, consultation with counselors and related professionals, counselor supervision, and self-care strategies. Course materials and learning activities foster the development of critical thinking skills in the areas of professional ethics and ethical decision making, multicultural and social justice awareness and competencies, and professional advocacy. This course also focuses on the laws and regulations governing the practice of counseling and the American Counseling Association (ACA) professional code of ethics.

HPMC 5302 Counseling Theories (3:3:0,O) Introduction to the principles of behavior, personality, and human development. Exploration of individual, group, and family counseling theories and practices as they apply to persons with disabilities.

HPMC 5303 Human Growth and Development (3:3:0,O) The purpose of this class is to develop an understanding of human growth and development honoring both normative and non-normative experiences. Students will use this knowledge to develop the skills and attitudes necessary to provide ethical counseling services to diverse individuals across the lifespan.

HPMC 5304 Career Counseling (3:3:0,O) The theories, roles and techniques in the development of employment of persons with disabilities are explored in depth. From a career perspective, topic areas include job development, placement, work-site modifications, assistive technology, and work place supports.

HPMC 5305 Psychopathology and Diagnosis (3:3:0,O) The purpose of this class is the exploration of the range of personality and behavioral disorders as described in the DSM-V. Focusing on process, students will learn the descriptive criteria, etiology, assessment, diagnosis, identification of diversity issues, identification of common psychotropic treatments of these disorders, and develop a strong understanding of the major diagnostic categories.

HPMC 5306 Treatment Planning and Case Management (3:3:0,O) Review of the case management process, including case findings, service coordination and client advocacy. Identification and development of treatment planning strategies and caseload management.

HPMC 5307 Multicultural Counseling (3:3:0,O) This course focuses on the theories underlying multicultural counseling, identity development and social justice, and their application to practice. Topics addressed include race, ethnicity, gender, disability, and socioeconomic issues; racial and cultural identity formation; and oppression, privilege, social justice, and advocacy. Course materials and learning activities provide opportunities for students to apply their knowledge of multicultural and diversity theories and issues to examine their own development as counselors to specific client populations and to their communities.

HPMC 5308 Research and Statistics (3:3:0,O) This course provides the student with an exploration of recent trends in research in counseling and related fields; basic research design, methodologies, analysis, and interpretation; a discussion of the applications of research methodologies, findings, and interpretations in guiding and evaluating counseling practice (e.g., choosing interventions, planning assessments, evaluating results, etc.); and an introduction to research statistics.

HPMC 5309 Group Counseling (3:3:0,O) This course is designed to prepare counselors to become knowledgeable and skillful in using theoretical constructs of group counseling including individuals with disabilities. Attention is given to theories of counseling, elements of leadership in group counseling, healthy and dysfunctional behaviors, culturally diverse perspectives, and legal and ethical issues. Students must have passed HPCR/HPMC/HPAC/HPRC 5302 or equivalent before enrolling.

HPMC 5310 Special Topics in Clinical Mental Health Counseling (3:3:0,O) Specialized seminars or courses in specific areas of addiction counseling as identified by faculty, students or the community.

HPMC 5311 Addictions (3:3:0,O) A thorough review of addictions including models of addiction, assessment, treatment, and interactions between addiction and rehabilitation services. Common topics include specific issues of prevalence, culture, and political interactions.

HPMC 5312 Assessment (3:3:0,O) This course focuses on both the tasks of rehabilitation and mental health assessment. Common topics include a comprehensive study of commonly used occupational assessment tools as well as the DSM-V.

HPMC 5313 Micro Counseling (3:3:0,O) Exploration, development, and practice of micro-skills, the essential building blocks of counseling. Training allows for observed development and peer practice in a laboratory setting. Students must have passed HPCR/HPMC/HPAC/HPRC 5302 or equivalent before enrolling.

HPMC 5314 Practicum (3:3:0,H) Supervised counseling practicum fostering professional growth, knowledge skills development, and awareness into the counseling process and issues that affect service delivery. Includes both in-class and on-site experiences in settings that facilitate the development of basic counseling and practice skills. This course may be repeated if the 100 hour requirement is not met. Completion of this course is a prerequisite for the internship phase of the program. Students must have passed HPCR 5311/HPRC/HPMH/HPAC 5313 before enrolling.

HPMC 5315 Internship I (3:1:0,F) An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires 600 hours of supervised clinical practice throughout the three internship courses. Students must have passed HPCR 5312/HPRC/HPMH/HPAC 5314 before enrolling.

HPMC 5316 Internship II (3:1:0,F) An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires 600 hours of supervised clinical practice throughout the three internship courses. Students must have passed HPCR 5312/HPRC/HPMH/HPAC 5314 before enrolling.
HPMC 5317 Internship III (3:1:0,F) An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires 600 hours of supervised clinical practice throughout the three internship courses. Students must have passed HPRC 5312/HPCR/HPMH/HPAC 5314 before enrolling.

HPMC 5330 Foundations of Mental Health Counseling and Ethical Development (3:3:0,O) Introduction to the history and philosophy of mental health counseling, and the legislative and policy background underpinning the modern delivery of counseling services. Exploration of the organizational structure of current counseling services, and the legal and ethical standards that guide them are emphasized. Discussion of societal issues, trends, and developments in mental health counseling, and their impact upon client review, choice, and personal responsibility.

HPMC 5331 Crisis Counseling (3:3:0,O) This course provides an overview of the theories, techniques, and applications for counseling in crisis, trauma, and grief to include, but not limited to: natural disasters, man-made disasters, trauma, violent crime, military and/or community violence, and long term effects of crisis and trauma.

HPMC 5332 Psycho-Pharmacology for Mental Health (3:3:0,O) Introduction to the use of psychotropic medications for the treatment of mental disorders as applied to children, adolescents and adults. Review the function of the central nervous systems and the role of neurotransmitters on the etiology of mental disorders. Address basic principles of pharmacodynamics and pharmacokinetics. Provides knowledge essential for counselors to understand drug impact and raise informed questions when seeking psychiatric consultation.

HPMC 5333 Professional Development in Clinical Mental Health Counseling (3:3:0,O) This course serves as the capstone experience for the clinical rehabilitation counseling student. Students are expected to demonstrate both theoretical and skill competence prior to graduation. This course reviews and assesses the theoretical and applied skills, as well as attitudes of the addiction counselor trainee. Topics focus on the work the student has completed throughout the program. This course should be taken concurrently with HPMC 5314.

HPMC 6000 Internship Completion (1-6:1-6:1-40,F) A variable credit course used for completion of core required internship hours after HPRC 5313-15/HPCR/HPMC/HPAC 5315-17 have been completed.

HPMC 6001 Internship (3-9:0:1-40,F) An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires a total of 600 hours of supervised clinical practice throughout the 9 required credit hours. Student will work with their advisor to determine the appropriate number of credit hours for which to register each semester. Students must have passed the Practicum course for their specialty before enrolling. Students may enroll in course multiple times.

HPMC 6050 Comprehensive Examination (0:0:0,O) The comprehensive examination is designed to assess counseling students' knowledge across the common domains, and relevant specialty area, of counselor preparation. The comprehensive exam is graded on a Pass/Fail basis.
The Addiction Counseling Profession

Addiction counselors provide treatment and coordinate services for people with a range of substance use disorders, addictions, co-occurring disorders and other behavioral health problems. These professionals conduct a range of activities, including: appraisal, diagnosis, treatment planning, counseling, referral and coordination with other health care providers. Addiction counselors provide individual, group and family counseling and also deliver prevention programming. They help clients find ways to address their addiction with family and friends and improve their social relationships. Furthermore, they help clients rebuild professional relationships and, if necessary, reestablish their career.

Program Description

This Addiction Counselor education curriculum is designed to involve the learner as an active participant in the essential knowledge, skills and attitudes necessary for competent practice in the field. The program conforms to the stated requirements for the graduate education of addiction counseling professionals as set forth by accrediting and certification bodies. It is the intent of the program to graduate students who are:

- Ready to acknowledge the importance of ensuring dignity, independence, and wellness for persons with substance use and/or behavioral health disorders;
- Dedicated to adhering to the key values, standards, and codes of ethics as set forth by state and national licensing and certifying bodies;
- Engaged in reflective, creative problem-solving;
- Sensitive to the collaborative therapeutic relationship;
- Involved in leadership roles to develop and enhance service delivery systems;
- Able to act as a responsible advocate for affected clients and their families.

Graduates of the program can seek employment in addiction, behavioral health or mental health centers, state agencies, hospitals, healthcare facilities, non-profit organizations, insurance companies, health management organizations, educational institutions, prisons, probation and corrections agencies, and research organizations. The program actively recruits students from diverse populations and has a minority rate of approximately 40%. Since the inception of the Department of Clinical Counseling and Mental Health over 87% of students who enter the program finish with their degree or certification requirements.

The Master of Science in Addiction Counseling (MSAC) degree program is a distance education, 60 credit hour graduate program, designed to provide a comprehensive exposure to the field of Addiction Counseling.
The MSAC program was designed specifically for people who cannot attend traditional types of graduate programs. The program is ideal for: people who are currently employed; who live in rural or isolated areas; have family or personal responsibilities that prevent them from taking on-campus study; or who simply cannot take extended time off to attend school. TTUHSC uses a variety of methods and technologies to maximize the students’ educational experience, including web and internet based technologies, teleconferencing, web conferencing, hard copy, videotape/audiotape, and on-site practicum and internship experiences. These and other strategies are employed to ensure that all students, regardless of geographic location, are able to participate to the maximum degree possible in all aspects of their program. Students are not required to come to the TTUHSC campus.

Clinical Education

Clinical education is an integral aspect of the program. The MSAC program complies with requirements for practicum and clinical internships as set forth by relevant accrediting and certifying organizations. In order to meet these requirements, Addiction Counseling students are required to undertake two forms of clinical education during their program. First, all students will participate in a 100 hour supervised addiction counseling practicum, which fosters personal growth, provides active learning experiences, enhances student insights into individual, group, and organizational behavior, and introduces students to counseling approaches and the issues that affect service delivery. Delivered on a distance basis, these experiences will combine applied instruction by faculty with supervised practicum experiences in off campus settings, either at the student’s place of employment (when appropriate) or in designated clinical settings.

Second, all students are required to undertake a 600 hour supervised internship in an addiction focused clinical setting. Students undertaking supervised employment in Addiction Counseling settings may, with Program approval, utilize these locales for their internship experiences. Students who are not employed shall be assisted in locating placements in appropriate, supervised clinical settings.

Mission Statement

The mission of the Master of Science in Addiction Counseling program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level addiction counselors to work competently and ethically through the mastery of evidence-based counseling practices. Our focus centers on understanding the unique needs of persons with substance use and behavioral health disorders across their lifespans in the community, workplace, personal relationships and activities.

Program Goals

The goal of the program is to prepare counselors with the counseling knowledge, attitudes, and skills to assist clients with substance use disorders, behavioral health issues, and/or addictions to use their own resources and opportunities to meet their developmental, educational and interpersonal needs. To accomplish this goal, the program provides educational and practical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of the knowledge, attitudes and skills necessary to practice as qualified addiction counselors with a diverse population in a wide variety of contexts.

- Learning opportunities to support the ability to implement culturally responsive and ethically sound counseling practices throughout their careers, and to advocate for individuals with addiction concerns and the profession.

- Clinical training experiences focused on translating acquired knowledge, attitudes and skills to evidence-based practice in a wide range of real-world opportunities.

The MSAC program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide addiction counseling services in a variety of employment settings.
Providing a rigorous academic environment that provides a solid foundation to prepare entry level addiction counselors who meet national certification standards.

Working closely with the public and private counseling communities to ensure well-trained graduates who are considered valued employees.

Developing a faculty that is valued by our students and the counseling community for our teaching, research, and service.

Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.

Developing commitment within students to empower individuals with substance use and/or behavioral disorders to identify and maximize their resources to meet their health-related, developmental, vocational, and educational goals.

Certification & Licensure

Upon completion of the MSAC program, students will possess the competencies and experiences necessary to take the National Counselor Examination for Licensure and Certification (NCE). Successful graduates can be credentialed as a National Certified Counselor (NCC) and apply for licensure as a professional counselor (LPC) in most states.

Admission to the Program

The MSAC Program has a rolling admission policy, however, students applying for the Fall semester must submit an application by June 1 and those applying for Spring semester must submit an application by November 1.

Individuals applying to the program should already hold a bachelor's degree from a regionally accredited college or university, preferably in a related area such as psychology, social work, counseling, special education, sociology, nursing, and related disciplines, however all disciplines are considered. To be considered for admission, it is recommended that applicants meet one of the following GPA requirements:

- A minimum overall GPA of 2.7 from all previous institutions, OR
- A cumulative GPA of 2.7 in the last 60 semester hours of courses
- Applicants with lower GPA's may be considered based upon their work experience in an addiction focused/human services or related field for (3) or more years

Prior work or volunteer experience in human service settings is considered a valuable attribute for applicants, but is not mandatory. Graduate Record Examination (GRE) or Millers Analogies Test (MAT) scores are NOT required for entry into the MSAC program. Students may transfer up to 9 credit hours, if applicable, with program approval. Persons with disabilities are strongly encouraged to apply.

Application Process

Students will submit a completed application form, transcripts, 2 letters of reference, and a resume. Qualified candidates will be contacted for an interview.

It is the applicant's responsibility to assure that all supporting documentation is received by the Admissions Department. Application materials and detailed information on application procedures and Admission criteria can be accessed via the Texas Tech University Health Sciences Center, School of Health Professions web site at [http://www.ttuhsc.edu/health-professions/admissions/application.aspx](http://www.ttuhsc.edu/health-professions/admissions/application.aspx). Applications for non-degree seeking students wishing to participate in selected MSAC courses are accepted up to three weeks prior to the start of the semester.

MSAC Curriculum

**CORE COURSEWORK**
### Courses

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<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>HPAC 5301 Introduction to Counseling and Ethical Development</td>
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<tr>
<td>HPAC 5302 Counseling Theories</td>
<td>3</td>
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Total Hours = 36

### SPECIALTY COURSEWORK

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<tr>
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<td>HPAC 5331 Advanced Addiction Counseling</td>
<td>3</td>
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<tr>
<td>HPAC 5332 Neurobiology of Addiction</td>
<td>3</td>
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<td>HPAC 5333 Professional Development in Addiction Counseling</td>
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<tr>
<td>HPAC 6050 Comprehensive Exam</td>
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Total Hours = 12

### CLINICAL EXPERIENCE

*Requires individual professional counseling liability insurance policy

<table>
<thead>
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<tbody>
<tr>
<td>HPAC 5314 Practicum</td>
<td>3</td>
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</tbody>
</table>
Master of Science in Addiction Counseling (MSAC) Course Descriptions

HPAC 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,0) An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

HPAC 5301 Introduction to Counseling and Ethical Development (3:3:0,0) This course introduces students to the profession of counseling, including the history of the counseling profession, professional accreditation and licensure requirements, the role of professional organizations in counseling, consultation with counselors and related professionals, counselor supervision, and self-care strategies. Course materials and learning activities foster the development of critical thinking skills in the areas of professional ethics and ethical decision-making, multicultural and social justice awareness and competencies, and professional advocacy. This course also focuses on the laws and regulations governing the practice of counseling and the American Counseling Association (ACA) professional code of ethics.

HPAC 5302 Counseling Theories (3:3:0,0) Introduction to the principles of behavior, personality, and human development. Exploration of individual, group, and family counseling theories and practices as they apply to persons with disabilities.

HPAC 5303 Human Growth and Development (3:3:0,0) The purpose of this class is to develop an understanding of human growth and development honoring both normative and non-normative experiences. Students will use this knowledge to develop the skills and attitudes necessary to provide ethical counseling services to diverse individuals across the lifespan.

HPAC 5304 Career Counseling (3:3:0,0) The theories, roles and techniques in the development of employment of persons with disabilities are explored in depth. From a career perspective, topic areas include job development, placement, work-site modifications, assistive technology, and work place supports.

HPAC 5305 Psychopathology and Diagnosis (3:3:0,0) The purpose of this class is the exploration of the range of personality and behavioral disorders as described in the DSM-V. Focusing on process, students will learn the descriptive criteria, etiology, assessment, diagnosis, identification of diversity issues, identification of common psychotropic treatments of these disorders, and develop a strong understanding of the major diagnostic categories.

HPAC 5306 Treatment Planning and Case Management (3:3:0,0) Review of the case management process, including case findings, service coordination and client advocacy. Identification and development of treatment planning strategies and caseload management.

HPAC 5307 Multicultural Counseling (3:3:0,0) This course focuses on the theories underlying multicultural counseling, identity development and social justice, and their application to practice. Topics addressed include race, ethnicity, gender, disability, and socioeconomic issues; racial and cultural identity formation; and oppression, privilege, social justice, and advocacy. Course materials and learning activities provide opportunities for students to apply their knowledge of multicultural and diversity theories and issues to examine their own development as counselors to specific client populations and to their communities.

HPAC 5308 Research and Statistics (3:3:0,0) This course provides the student with an exploration of current trends in research in counseling and related fields; basic research design, methodologies, analysis, and interpretation; a discussion of the applications of research methodologies, findings, and interpretations in guiding and evaluating counseling practice (e.g., choosing interventions, planning assessments, evaluating results, etc.); and an introduction to research statistics.

HPAC 5309 Group Counseling (3:3:0,0) This course is designed to prepare counselors to become knowledgeable and skillful in using theoretical constructs of group counseling including individuals with disabilities. Attention is given to theories of counseling, elements of leadership in group counseling, healthy and dysfunctional behaviors, culturally diverse perspectives, and legal and ethical issues. Students must have passed HPCR/HPMC/HPAC/HPRC 5302 or equivalent before enrolling.

HPAC 5310 Special Topics in Addiction Counseling (3:3:0,0) Specialized seminars or courses in specific areas of addiction counseling as identified by faculty, students or the community.

HPAC 5311 Addictions (3:3:0,0) A thorough review of addictions including models of addiction, assessment, treatment, and interactions between addiction and rehabilitation services. Common topics include specific issues of prevalence, culture, and political interactions.

HPAC 5312 Assessment (3:3:0,0) This course focuses on both the tasks of rehabilitation and mental health assessment. Common topics include a comprehensive study of commonly used vocational assessment tools as well as the DSM-V.

HPAC 5313 Micro Counseling (3:3:0,0) Exploration, development, and practice of micro-skills, the essential building blocks of counseling. Training allows for observed development and peer practice in a laboratory setting. Students must have passed HPRC/HPCR/HPMC/HPAC 5302 or equivalent before enrolling.
HPAC 5314 Practicum (3:3:0,H) Supervised counseling practicum fostering professional growth, knowledge skills development, and awareness into the counseling process and issues that affect service delivery. Includes both in-class and on-site experiences in settings that facilitate the development of basic counseling and practice skills. This course may be repeated if the 100 hour requirement is not met. Completion of this course is a prerequisite for the internship phase of the program. Students must have passed HPRC 5311/HPCR/HPMH/HPAC 5313 before enrolling.

HPAC 5330 Foundations of Addiction Counseling and Ethical Development (3:3:0,O) Introduction to the history and philosophy of addiction counseling, and the legislative and policy background underpinning the modern delivery of counseling services. This course will provide an exploration of the organizational structure of current addiction counseling services, and the legal and ethical standards that guide them. Discussion of societal issues, trends, and developments in addiction counseling, and their impact on treatment strategies and relevant issues pertaining to social justice and diversity will occur.

HPAC 5331 Advanced Addiction Counseling (3:3:0,O) This course provides an in-depth examination of the theories and models of addiction; sociocultural and multicultural factors that may increase an individual’s risk of addiction or relapse; the impact of addiction on the individual and the family, and factors related to recovery, including wellness, resilience, and spirituality, an their impact on assessment, diagnosis, treatment, and outcomes. Provides an overview of prevention research and practice, and examines the counselor’s role in designing and implementing prevention strategies in an interdisciplinary setting.

HPAC 5332 Neurobiology of Addiction (3:3:0,O) This course provides insight into the history of pharmacology as well as a detailed study of drug categories, etiology, understanding side effects, and an exploration of clinical applications. Topics will include contemporary healthcare issues related to research on the neurobiology of addiction, co-occurring disorders, neuroscience, and their impact on practice.

HPAC 5333 Professional Development in Addiction Counseling (3:3:0,O) This course serves as the capstone experience for the addiction counseling student. Students are expected to demonstrate both theoretical and skill competence prior to graduation. This course reviews and assesses the theoretical and applied skills, as well as attitudes of the addiction counselor trainee. Topics focus on the work the student has completed throughout the program. This course should be taken concurrently with HPRC 5312/HPCR/HPMH/HPAC 5314.

HPAC 6000 Internship Completion (1-6:1-6:1-40,F) A variable credit course used for completion of core required internship hours after HPRC 5313-15/HPCR/HPMH/HPAC 5315-17 have been completed.

HPAC 6001 Internship (3:9:0:1-40,F) An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires a total of 600 hours of supervised clinical practice throughout the 9 required credit hours. Student will work with their advisor to determine the appropriate number of credit hours for which to register each semester. Students must have passed the Practicum course for their specialty before enrolling. Students may enroll in course multiple times.

HPAC 6050 Comprehensive Examination (0:0:0,O) The comprehensive examination is designed to assess counseling students' knowledge across the common domains, and relevant specialty area, of counselor preparation. The comprehensive exam is graded on a Pass/Fail basis.
Master of Science in Clinical Rehabilitation Counseling (MSCR)

The Master of Science Clinical Rehabilitation Counseling (MSCR) program is currently accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) as a rehabilitation counseling program through 2023. The program is applying for accreditation with CACREP as a clinical rehabilitation counseling program.

Our Profession

Clinical Rehabilitation Counselors empower people with disabilities to make informed choices, build viable careers, and live more independently within the community. Through a counseling process, Clinical Rehabilitation Counselors provide & coordinate services for people with a wide range of physical & psychiatric disabilities, chronic conditions or diseases, and people who are in recovery from substance abuse disorders. Services include counseling to support clients in achieving their education and career goals through preparation activities and training for a specific occupation. Clinical Rehabilitation Counselors work with clients in a variety of settings, including schools and universities, state workforce systems, veteran’s services, advocacy and non-profit agencies, employee assistance programs, private forensic practice, and hospital settings.

Program Description

This Clinical Rehabilitation Counseling curriculum is designed to involve the learner as an active participant in the essential knowledge, skills and attitudes necessary for competent practice in the field; and conforms to the stated requirements for the graduate education of Clinical Rehabilitation Counselors as set forth by accrediting and certification bodies. It is the intent of the program to graduate students who are:

- Ready to acknowledge the importance of ensuring dignity, independence, and wellness for persons with disabilities;
- Dedicated to adhering to the key values, standards, and codes of ethics as set forth by state and national licensing and certifying bodies;
- Engaged in reflective, creative problem-solving;
- Responsive to the needs of persons with disabilities;
- Sensitive to the collaborative therapeutic relationship;
- Involved in leadership roles to develop and enhance services;
- Able to act as a responsible advocate for persons with disabilities.

The Master of Science in Clinical Rehabilitation Counseling (MSCR) program is a distance education, graduate program designed to provide comprehensive training for the counseling field. Our mission is to provide high quality instruction to prepare students for a rewarding career in the counseling specialty of clinical rehabilitation counseling. Clinical education is an important part of counselor education. All students are required to complete a Practicum and Internship at a qualified site under the supervision of a qualified supervisor. The MSCR curriculum has an emphasis on telehealth. This model of distance-based service provision is a cutting edge technique growing in practice and acceptance nationwide. Students will be eligible for a certificate in telehealth upon graduation.
Students who graduate from the MSCR program are prepared to work with clients in a variety of settings; including schools and universities, state workforce systems, veteran services, advocacy and non-profit agencies, employee assistance programs, private forensic practice, and hospital settings.

**Clinical Education**

Clinical education is an integral aspect of the program. The MSCR program complies with all requirements for practicum and clinical internships as set forth by the relevant accrediting and certifying organizations. In order to meet these requirements, Clinical Rehabilitation Counseling students will be required to complete two clinical experiences during their program. First, all students will participate in a 100 hour supervised rehabilitation counseling practicum, which fosters personal growth, provides active learning experiences, enhances student insights into individual, group, and organizational behavior, and introduces students to counseling approaches and the rehabilitation issues that affect service delivery. Delivered on a distance basis, these experiences will combine applied instruction by faculty with supervised practicum experiences in approved clinical sites, either at the student's place of employment (when appropriate) or in approved rehabilitation settings.

Second, all students will be required to complete a 600 hour supervised internship in a rehabilitation setting. Students who are employed in a clinical rehabilitation counseling setting may, with program and employer approval, utilize these locales for their internship experiences.

**Mission Statement**

The mission of the Master of Science in Clinical Rehabilitation Counseling (MSCR) program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level clinical rehabilitation counselors to work competently and ethically through the mastery of evidence-based practices. Our focus centers on empowering people with disabilities to make informed choices, build viable careers, and live more independently within the community.

**Program Goals**

The goal of the program is to prepare students with the counseling and rehabilitation knowledge and skills to assist people with a wide range of physical and psychiatric disabilities, chronic conditions or diseases, and social disabilities in achieving their education and career goals.

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of knowledge, attitudes and skills necessary to practice as qualified clinical rehabilitation counselors with a diverse population in a wide variety of contexts.

- Learning opportunities to support the ability to implement culturally responsive and ethically sound clinical rehabilitation counseling practices throughout their careers, and to advocate for individuals with disabilities and the profession.

- Clinical training experiences focused on translating acquired knowledge, attitudes and skills to evidence-based practice in a wide range of real-world opportunities.

The MSCR program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide clinical rehabilitation counseling services in a variety of employment settings.

- Providing a rigorous academic environment that provides a solid foundation to prepare entry level Clinical Rehabilitation Counselors who meet national certification standards.

- Working closely with the public and private rehabilitation communities to ensure well-trained graduates who are considered valued employees.

- Developing a faculty that is valued by our students and the rehabilitation community for our teaching, research, and service.
• Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.

• Developing commitment within students to empower individuals with disabilities to identify and maximize their resources to meet their developmental, vocational, independent living, and educational needs.

• Instilling within students a commitment to develop a life-long commitment to learning professionalism continuing education throughout their career.

Certification and Licensure

Students who graduate from the MSCR program are eligible to sit for the Certified Rehabilitation Counselor (CRC) exam, and the National Counselor Exam (NCE). Graduates are also eligible to apply to become a Licensed Professional Counselor in and outside the state of Texas.

Admission to the Program

The MSCR Program enrolls students in both the Fall and Spring Semesters. Students applying for the Fall semester must submit an application by June 1 and those applying for Spring semester must submit an application by November 1.

Individuals applying to the program should already hold a bachelor’s degree from a regionally accredited college or university, preferably in a related area such as psychology, social work, special education, sociology, nursing, and related disciplines, however all disciplines are accepted. To be considered for admission, an overall grade point average GPA of 2.7 on a 4.0 scale or a minimum cumulative GPA in the last 60 semester hours of courses of 2.7 or higher from all college credit is required. Applicants with lower GPA’s may be considered based upon their work experience in a human services or related field for (3) or more years. Graduate Record Examination (GRE) or Millers Analogies Test (M.A.T.) scores are NOT required for entry into the MSCR program. Prior work or volunteer experience in human service settings is considered a valuable attribute for applicants, but is not mandatory. Students may transfer up to 9 credit hours, if applicable, with program approval. Persons with disabilities are strongly encouraged to apply.

Application Process

Students will submit a completed application form, transcripts, an essay from the applicant outlining their rationale for applying to the program, 2 letters of reference, and a resume. Qualified candidates will be contacted for an interview.

It is the applicant’s responsibility to assure that all supporting documentation is received by the Office of Admissions and Student Affairs. Application materials and detailed information on application procedures and admission criteria can be accessed via the Texas Tech University Health Sciences Center, School of Health Professions website at [http://www.ttuhsc.edu/health-professions/admissions/application.aspx](http://www.ttuhsc.edu/health-professions/admissions/application.aspx). Applications for non-degree seeking students wishing to participate in selected MSCR courses are accepted up to three weeks prior to the start of the semester.

MSCR Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPCR 5301 Introduction to Counseling &amp; Ethical Development</td>
<td>3</td>
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<tr>
<td>HPCR 5302 Counseling Theories</td>
<td>3</td>
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<td>HPCR 5303 Human Growth &amp; Development</td>
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<td>HPCR 5305</td>
<td>Psychopathology &amp; Diagnosis</td>
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<td>Research &amp; Statistics</td>
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<td>Assessment</td>
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<td>HPCR 5313</td>
<td>Micro Counseling</td>
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Total Hours = 36

**SPECIALTY COURSEWORK**

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<td>HPCR 5330 Foundations of Rehabilitation Counseling &amp; Ethical Development</td>
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<td>HPCR 5331 Medical Aspects of Disability</td>
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<td>HPCR 5332 Psychosocial Aspects of Disability</td>
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<td>HPCR 5333 Professional Development in Clinical Rehabilitation Counseling</td>
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Total Hours = 12

**CLINICAL EXPERIENCE**

*Requires individual professional counseling liability insurance policy*

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Total Hours = 12

**ELECTIVES**

*Elective credits are optional and are not required for graduation.*

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School of Health Professions 2020 - 2021
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**Master of Science in Clinical Rehabilitation Counseling (MSCR)**

**Course Descriptions**

**HPCR 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,0)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

**HPCR 5301 Introduction to Counseling and Ethical Development (3:3:0,0)** This course introduces students to the profession of counseling, including the history of the counseling profession, professional accreditation and licensure requirements, the role of professional organizations in counseling, consultation with counselors and related professionals, counselor supervision, and self-care strategies. Course materials and learning activities foster the development of critical thinking skills in the areas of professional ethics and ethical decision making, multicultural and social justice awareness and competencies, and professional advocacy. This course also focuses on the laws and regulations governing the practice of counseling and the American Counseling Association (ACA) professional code of ethics.

**HPCR 5302 Counseling Theories (3:3:0,0)** Introduction to the principles of behavior, personality, and human development. Exploration of individual, group, and family counseling theories and practices as they apply to persons with disabilities.

**HPCR 5303 Human Growth and Development (3:3:0,0)** The purpose of this class is to develop an understanding of human growth and development honoring both normative and non-normative experiences. Students will use this knowledge to develop the skills and attitudes necessary to provide ethical counseling services to diverse individuals across the lifespan. From a career perspective, topic areas include job development, placement, work-site modifications, assistive technology, and work place supports.

**HPCR 5305 Psychopathology and Diagnosis (3:3:0,0)** The purpose of this class is the exploration of the range of personality and behavioral disorders as described in the DSM-V. Focusing on process, students will learn the descriptive criteria, etiology, assessment, diagnosis, identification of diversity issues, identification of common psychotropic treatments of these disorders, and develop a strong understanding of the major diagnostic categories.

**HPCR 5306 Treatment Planning and Case Management (3:3:0,0)** Review of the case management process, including case finding, service coordination and client advocacy. Identification and development of treatment planning strategies and caseload management.

**HPCR 5307 Multicultural Counseling (3:3:0,0)** This course focuses on the theories underlying multicultural counseling, identity development and social justice, and their application to practice. Topics addressed include race, ethnicity, gender, disability, and socioeconomic issues; racial and cultural identity formation; and oppression, privilege, social justice, and advocacy. Course materials and learning activities provide opportunities for students to apply their knowledge of multicultural and diversity theories and issues to examine their own development as counselors to specific client populations and to their communities.

**HPCR 5308 Research and Statistics (3:3:0,0)** This course provides the student with an exploration of current trends in research in counseling and related fields; basic research design, methodologies, analysis, and interpretation; a discussion of the applications of research methodologies, findings, and interpretations in guiding and evaluating counseling practice (e.g., choosing interventions, planning assessments, evaluating results, etc.); and an introduction to research statistics.

**HPCR 5309 Group Counseling (3:3:0,0)** This course is designed to prepare counselors to become knowledgeable and skillful in using theoretical constructs of group counseling including individuals with disabilities. Attention is given to theories of counseling, elements of leadership in group counseling, healthy and dysfunctional behaviors, culturally diverse perspectives, and legal and ethical issues. Students must have passed HPRC/HPMH/HPAC/HPCR 5302 or equivalent before enrolling.

**HPCR 5310 Special Topics (3:3:0,0)** Specialized seminars of courses in specific areas of counseling as identified by faculty, students or the community.

**HPCR 5311 Addictions (3:3:0,0)** A thorough review of addictions including models of addiction, assessment, treatment, and interactions between addiction and rehabilitation services. Common topics include specific issues of prevalence, culture, and political interactions.

**HPCR 5312 Assessment (3:3:0,0)** This course focuses on both the tasks of rehabilitation and mental health assessment. Common topics include a comprehensive study of commonly used vocational assessment tools as well as the DSM-V.

**HPCR 5313 Micro Counseling (3:3:0,0)** Exploration, development, and practice of micro-skills, the essential building blocks of counseling. Training allows for observed development and peer practice in a laboratory setting. Students must have passed HPRC/HPCR/HPMH/HPAC 5302 or equivalent before enrolling.

**HPCR 5314 Practicum (3:3:0,H)** Supervised counseling practicum fostering professional growth, knowledge skills development, and awareness into the counseling process and issues that affect service delivery. Includes both in-class and on-site experiences in settings that facilitate the development of basic counseling and practice skills. This course may be repeated if the 100 hour requirement is not met. Completion of this course is a prerequisite for the internship phase of the program. Students must have passed HPRC 5311/HPCR/HPMH/HPAC 5313 before enrolling.

**HPCR 5315 Internship I (3:1:0,F)** An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires 600 hours of supervised clinical practice throughout the three internship courses. Students must have passed HPRC 5312/HPCR/HPMH/HPAC 5314 before enrolling.

**HPCR 5316 Internship II (3:1:0,F)** An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires 600 hours of supervised clinical practice throughout the three internship courses. Students must have passed HPRC 5312/HPCR/HPMH/HPAC 5314 before enrolling.
HPCR 5317 Internship III (3:1:0,F) An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires 600 hours of supervised clinical practice throughout the three internship courses. Students must have passed HPRC 5312/HPCR/HPMH/HPAC 5314 before enrolling.

HPCR 5330 Foundations of Rehabilitation and Ethical Development (3:3:0,O) Introduction to the history and philosophy of rehabilitation and the legislative and policy background underpinning the modern delivery of rehabilitation counseling services. Exploration of the organizational structure of current rehabilitation counseling services, and the legal and ethical standards that guide them are emphasized. Discussion of societal issues, trends, and developments in rehabilitation, and their impact upon consumer review, choice, and personal responsibility.

HPCR 5331 Medical Aspects of Disability (3:3:0,O) Introduction to the medical aspects and implications of disability. Review of medical terminology, functional limitations, medical treatment and vocationality implications as they apply to rehabilitation counseling. The identification of appropriate medical intervention resources is discussed.

HPCR 5332 Psycho-Social Aspects of Disability (3:3:0,O) The purpose of this class is the exploration of the psychological and social aspects of disability, with particular emphasis on the impact of the disability experience from the perspective of the person with disability. The implications of each disorder on the client's personal, social and occupational functioning will be addressed. Primary focus is centered on understanding the experience of disability, it's social and psychological implications for persons with disabilities, family, support systems, and the general population.

HPCR 5333 Professional Development in Clinical Rehabilitation Counseling (3:3:0,O) This course services as the capstone experience for the clinical rehabilitation counseling student. Students are expected to demonstrate both theoretical and skill competence prior to graduation. This course reviews and assesses the theoretical and applied skills, as well as attitudes of the rehabilitation counselor trainee. Topics focus on the work the student has completed throughout the program. The course should be taken concurrently with HPRC5312/HPCR/HPMC/HPAC 5314.

HPCR 6000 Internship Completion (1-6:1-6:1-40,F) A variable credit course used for completion of core required internship hours after HPRC 5313-15/HPCR/HPMH/HPAC 5315-17 have been completed.

HPCR 6001 Internship (3-9:0:1-40,F) An immersion experience of supervised practice within a counseling services setting. Students will serve as a counseling professional under the supervision of a fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires a total of 600 hours of supervised clinical practice throughout the 9 required credit hours. Student will work with their advisor to determine the appropriate number of credit hours for which to register each semester. Students must have passed the Practicum course for their specialty before enrolling. Students may enroll in course multiple times.

HPCR 6050 Comprehensive Examination (0:0:0,O) The comprehensive examination is designed to assess counseling students' knowledge across the common domains, and relevant specialty area, of counselor preparation. The comprehensive exam is graded on a Pass/Fail basis.
Graduate Certificate in Veterans Services (GCVS)

Program Description

The Graduate Certificate in Veteran Services (GCVS) curriculum is designed to involve the learner as an active participant in the essential knowledge, skills, and attitudes necessary for competent practice when working with veterans. It is the intent of the program to graduate students with:

- an understanding of the psychosocial, social, vocational, and health needs of veterans, and the impact of those needs upon the veteran and their family system;
- the ability to facilitate various types of groups for veterans; and
- the ability to network and link veterans and their families with specialized services.

The Graduate Certificate in Veteran Services program is a distance education, graduate certificate program designed to provide comprehensive training to serve and work with veterans. Our mission is to provide high quality instruction to prepare students for a rewarding career working with veterans.

The graduate certificate in Veterans Services is designed for:

- Clinical Rehabilitation Counselors who wish to advance their knowledge
- Veterans who want to serve other veterans
- Active-duty personnel interested in a career serving veterans
- Students and professionals in rehabilitation sciences, health and human services, counseling, and social science
- Veterans’ Administration employees who wish to advance their knowledge
- Education and career advisors who work with veterans
- Veterans’ services officers
- Human resources professionals in organizations committed to hiring veterans
- Law-enforcement personnel and other first responders
- Military family members who wish to advocate more effectively

Graduates will have career opportunities in almost every aspect of the helping profession in substance abuse counseling, health and human services, community mental health centers, community resource centers, homeless shelters and services, Veteran Affairs’ hospitals including their specialty units and research/service centers.

Mission, Goals, and Objectives

The mission of the graduate certificate in Veterans Services at Texas Tech University Health Sciences center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities. As part of the college’s ongoing commitment to veterans, this certificate provides professionals with skills and knowledge they need to support veterans as they transition to civilian life. We are committed to preparing entry-level professionals to work competently and ethically through the mastery of evidence-based practices. Our focus centers on empowering veterans to make informed choices, build viable careers, and live more independently within the community.

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of knowledge, attitudes and skills necessary to the practice of qualified health professionals with a diverse veteran population in a wide variety of contexts.
Learning opportunities to support the ability to implement culturally responsive and ethically sound health professionals throughout their careers, and to advocate for individuals with disabilities and the profession.

Clinical training experiences focused on translating acquired knowledge, attitudes and skills to evidence-based practice in a wide range of real-world environments.

Admission to the Program

The Graduate Certificate in Veteran Services enrolls students in both the Fall and Spring Semesters. Students applying for the Fall semester must submit an application by July 1, and those applying for Spring semester must submit an application by November 1.

Individuals applying to the program should already hold a bachelor’s degree from a regionally accredited college or university, preferably with prior work experience, paid or voluntary, in human service settings. Students must have a minimum cumulative GPA of 2.5 is required; this includes all courses taken at every institution attended, or must have a minimum GPA of 2.5 in the last 60 credit hours from all institutions. Persons applying with disabilities and veterans are strongly encouraged to apply. Fulfillment of the basic requirements does not guarantee admission.

The applications for admission to the graduate certificate in Veteran’s Services are reviewed and rank ordered according to:

- Academic performance
- Career goals
- Previous work or volunteer experience to the field
- Unique individual contributions to the field
- Writing skills
- Computer literacy

Application Process

Students will submit a completed application form, transcripts, an essay from the applicant outlining their rationale for applying to the program, 2 letters of reference, and a resume. Qualified candidates will be contacted for an interview.

It is the applicant's responsibility to assure that all supporting documentation is received by the Office of Admissions and Student Affairs. Application materials and detailed information on application procedures and admission criteria can be accessed via the Texas Tech University Health Sciences Center, School of Health Professions website at http://www.ttuhsc.edu/healthprofessions/admissions/application.aspx.

GCVS Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPVS 5301 Veteran Services and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>HPVS 5302 Military and Veteran Culture</td>
<td>3</td>
</tr>
<tr>
<td>HPVS 5303 Veteran Outreach, Services, and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>HPVS 5304 Veteran Programs, Benefits, and Career Transitions</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours = 12

Graduate Certificate in Veterans Services (GCVS) Course Descriptions
HPVS 5301 Veteran Services and Public Policy (3:3:0,O) This course provides a holistic overview of the policy framework within which federal, state, community-based and other veterans' services are offered. Following an exploration of the figure of the warrior in society and culture, students will examine the evolution of public policy concerning veterans, critique current gaps and problems in the system and develop an understanding of how policy frameworks and service delivery interface.

HPVS 5302 Military and Veteran Culture (3:3:0,O) The purpose of this course is to provide the student with knowledge of specific issues of current importance include the differences made by multiple deployment and higher survival rates in America's current wars, the changing role of women in the military, the cultural and command changes involved in responding to military sexual assault and the end of Don't Ask, Don't Tell.

HPVS 5303 Veterans Outreach, Services, and Advocacy (3:3:0,O) This course provides grounding in the psychosocial landscape within which veterans' services are offered and within the context of the experience of war and the challenge of coming home. The course identifies the challenges of facing returning veterans, including reintegrating into the community, reconnecting with family, reorienting to the less-structured character of civilian life and, in some cases, adjusting to life with a disability.

HPVS 5304 Veterans Programs, Benefits, and Career Transition (3:3:0,O) This course provides a broad knowledge of specific veterans' benefits and programs in health care, education, employment, criminal justice and housing. Further, this course will examine issues that veterans may experience as it related to campus transition, academic success, and the role of various entities in supporting veterans returning to academic settings.
Bachelor of Science in Healthcare Management (BSHM)

Our Mission
The mission of the Bachelor of Science in Healthcare Management (BSHM) program is to prepare students to be successful, competent and ethical managers in the evolving U.S. healthcare system.

Our Program
The BSHM program operates through online instruction to provide broad exposure to the skills, knowledge and abilities needed to prepare students to enter management and leadership positions within healthcare organizations. Applicants can transfer college credits to complete the 120 credit hour requirement for a bachelor’s degree. Transfer credits from previous courses are considered on a case-by-case basis. Students enrolled in the BSHM program are required to complete the final six academic hours through the BSHM program courses.

An applicant’s previously completed college coursework determines which degree concentration is followed. The two degree concentrations are the Healthcare Professional Concentration and the Executive Management Concentration.

Healthcare Professional Concentration

Concentration Options:
- Certified Radiology Technologists
- Emergency Medical Services
- Respiratory Care Practitioners
- Occupational Therapy Assistants
- Physical Therapy Assistants
- Licensed Vocational Nurses
- Clinical Laboratory Technicians
- Medical Assistant
- Dental Hygienist
- Pharmacy Technician
- Surgical Technician
- Medical Sonographer
- Nuclear Medicine Technologist

Students entering the Healthcare Professional Concentration must be certified, licensed or registered in one of the health science concentration options as recognized by their specific clinical specialty’s certification licensure or registration accrediting body. Other healthcare clinical concentrations will also be considered. Academic credits earned in one of the health science concentrations will also be considered. Academic credits earned in one of the health science concentrations may provide up to 48 Technical Credit Hours.

The Healthcare Professional Concentration curriculum is composed of:
- Texas Common Core, 42 hours. Information on the Texas Common Core curriculum can be found at https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx
- BSHM Healthcare Professional Concentration Core Courses, 27 hours
Executive Management Concentration

Students who do not have a certification, license, or registration may be considered for admission to the Executive Management Concentration. Students accepted must have completed at least 42 college credit hours and the Texas Common Core requirements. Information on the Texas Common Core curriculum can be found at https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx.

The Executive Management Concentration curriculum is composed of:
- Texas Common Core, 42 hours
- BSHM Healthcare Management Concentration Core Courses, 34 hours
- Healthcare Management Advanced Case Study, 8 hours
- Healthcare Management Electives, 12 hours
- Technical/Approved Credits, 24 hours. Technical credits must be pre-approved by the academic advisor and must be completed prior to enrollment in HPHM 4478.

Admission to the Program

The BSHM program begins three times a year, in the Summer, Fall and Spring. The application will open on January 1 for Summer and Fall and on August 1 for Spring. The deadline for receipt of the application, supporting documentation and application fee is May 1st for Summer, August 1st for Fall and December 1st for Spring.

Admission Requirements

Executive Concentration: Completion of the Texas Common Core curriculum for a baccalaureate degree, as well as a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale effective summer 2019. Students admitted as an executive concentration student will be required to complete 24 hours of technical credits. These credits must be pre-approved by the academic advising committee.

Professional Concentration: A certification, license or registration in a health science concentration, completion of the Texas Common Core curriculum for a baccalaureate degree, certification/licensure/registration in a professional field. Additionally, applicants must have a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.

To be considered for admission to the Bachelor of Science in Healthcare Management (BSHM) program, applicants must have a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale effective summer 2019. Additionally, applicants to the Bachelor of Science in Healthcare Management (BSHM) program must have completed all of the 42 credit hours of the Texas Common Core requirements to be considered for admission. Information on the Texas Common Core curriculum can be found at https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx

Application Process

Applications may be submitted at any time. It is in the best interest of the applicant to apply as early as possible prior to the semester in which the applicant plans to begin. Applications must be completed online at http://www.ttuhsc.edu/health-professions/.

Additional application materials should be sent to the Texas Tech University Health Sciences Center, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430.

BSHM Curriculum
The program consists of a combination of technical semester credit hours and upper-level BSHM undergraduate courses. Courses will rotate and students will register as they appear each semester. Students will select courses from their degree plan and register each semester to complete the 120 hour degree plan objective. The distance education format relies primarily on internet based (HUB/SAKAI) course offerings. The program requires the completion of all required Texas Common Core courses prior to enrollment in the BSHM courses.

Technical Credits

The intent of the Technical Credit portion of the BSHM degree is to tailor the student’s degree plan to achieve their career goals following graduation.

Technical Credits – Healthcare Professional Concentration

Students entering the program as noted previously with training in a healthcare concentration from an accredited institution of higher education may qualify for transferring up to 48 clinical course credit(s) to the technical credit portion of the degree plan. Other healthcare clinical concentrations will also be considered.

Technical Credits - Executive Management Concentration

Students who lack training in a clinical concentration may complete BSHM elective courses beyond the required 12 credits, and apply these elective courses to the technical credit portion of the degree plan. Technical credit requirements may be fulfilled by completing courses in accounting, finance, marketing, business administration, and economics. These courses must be pre-approved by the student’s academic advisor.

A grade of a "C" or better is required for all technical credit coursework.

All credits must be completed prior to enrollment in HPHM 4478 and HPHM 4341.

Required Core Courses for the Healthcare Professional & Executive Management Concentrations

- HPHM 4302 Healthcare Financial Management
- HPHM 4303 Principles of Human Resources Management
- HPHM 4304 Management & Leadership in Healthcare Organizations
- HPHM 4311 Principles of Health Systems Policy & Management
- HPHM 4313 Community Health Issues
- HPHM 4314 Quality, Patient Safety, & Risk Management in Healthcare
- HPHM 4317 Research Methods & Statistics in Healthcare
- HPHM 4318 Healthcare Law & Ethics
- HPHM 4334 Principles of Health Economics & Policy

Required Core Courses for the Executive Management Concentration

- HPHM 4306 Healthcare Strategy & Marketing
- HPHM 4401 Fundamentals of Health Informatics & Data Analytics

Advanced Capstone Courses
Advanced Interprofessional Case Study (Professional)
Case Study I - Strategic Management (Executive Concentration)
Case Study II - Healthcare Analysis & Policy Development (Executive Concentration)

Elective Courses for the Executive Management Concentration

- HPHM 4305 Fundamentals of Project Management
- HPHM 4308 Principles of Organizational Behavior & Theory
- HPHM 4312 Health Insurance & Managed Care
- HPHM 4315 Regulatory Requirements in Long Term Care & Current Concepts in Gerontology
- HPHM 4320 Long-Term Care Policy & Management
- HPHM 4322 Principles of Revenue Cycle Management & Budgeting in Healthcare Organizations
- HPHM 4323 Emergency Management Disaster Preparedness/Response & Recovery in Healthcare
- HPHM 4324 Advanced Topics in Decision-Making & Leadership in Healthcare Organizations
- HPHM 4333 Fundamentals of Population Health
- HPHM 4335 Healthcare Operations & Supply Chain Management
- HPHM 4336 Fundamentals of Epidemiology & Applied Biostatistics
- HPHM 4337 Healthcare Business Innovation & Entrepreneurship

Bachelor of Science in Healthcare Management (BSHM) Course Descriptions

- HPHM 1002 Foundations for Interprofessional Collaborative Practice (0:0:0, O)
- HPHM 4060 Independent Study in Clinical Service Management (1-6:1-6:0, O) This course involves an independent project designed to meet the individual student's needs and/or interests. This may include, but is not limited to, a research project and/or course/skill review.
- HPHM 4302 Healthcare Financial Management (3:3:0, O) This course examines the basic principles of healthcare financial management. Topics will include healthcare financial systems, reporting, analysis, control, revenue planning, cost accounting, budgeting, and resource management allocation.
- HPHM 4303 Principles of Human Resources Management (3:3:0, O) This course provides an overview of interpersonal dynamics, conflict resolution, and supervisor responsibilities. Topics include task analysis, developing position descriptions, recruiting, employee supervision, labor law, benefit programs, and employment contracts. Includes a review of case studies that demonstrate the impact of the human resource functions in healthcare organizations.
- HPHM 4304 Management and Leadership in Healthcare Organizations (3:3:0, O) This course provides an overview of operations management and practical decision-making by analyzing the day-to-day operations for a healthcare supervisor. Identification of problem solving approaches to problems in personnel staffing, development, leading, directing, performance measurement, conflict, confrontation, and decision making.
- HPHM 4305 Fundamentals of Project Management (3:3:0, O) This course provides an introduction to methods for management and launching of capital projects. Topics include financial consideration, procurement, site preparation, contracting, scheduling, and acceptance for operational readiness.
- HPHM 4306 Healthcare Strategy and Marketing (3:3:0, O) This course covers the principles and application of marketing in healthcare delivery systems. Topics include the concepts and tools needed to conduct a community needs assessment, market research, and the creation of a business plan for the delivery of healthcare services.
- HPHM 4308 Principles of Organizational Behavior and Theory (3:3:0, O) This course offers an overview of group and organizational structures and dynamics that affect individual, group and organizational behavior. Topics include performance, job satisfaction, motivation, groups, decision-making and task design.
- HPHM 4311 Principles of Health Systems Policy and Management (3:3:0, O) This course provides a review of the healthcare system, both the public and private sector. It examines the system's organizational structures and the legislative, legal, and market impacts upon the current integrated delivery system. The course will review all levels such as healthcare systems (For-Profit and Not-For-Profit), inpatient facilities, hospital based services, outpatient services, home health agencies, sub-acute care facilities, and long term care. Topics include rural healthcare issues, areas designated as medically underserved and health professional shortage areas (HPSAs), legislation, healthcare operations, and regional networks.
- HPHM 4312 Health Insurance and Managed Care (3:3:0, O) This course examines principles of managed care and contemporary issues in the...
organization and administration of managed healthcare organizations. Topics include claims processing, prospective payment systems, coding, revenue cycle management, fraud and abuse, and recover audit contractors.

HPHM 4313 Community Health Issues (3:3:0,O) This course provides a review of national, state, and local community agencies; preventive health services, public health, wellness, personal fitness, stress management, changing lifestyles, and analysis of national issues in the past 50 years. Includes a review of statistical principles used by management in the healthcare industry. Topics will cover community health in a defined population, determining prevalence rates, origins and causes, mortality and morbidity rates, and determining effectiveness of healthcare services.

HPHM 4314 Quality, Patient Safety, and Risk Management in Healthcare (3:3:0,O) The course provides an overview of the principles of quality management and enterprise risk management, including the concepts of Lean, the high reliability organization, and outcomes management. Quality review organizations and accreditors, as well as evidence based risk practices will be included.

HPHM 4315 Regulatory Requirements in Long Term Care and Current Concepts in Gerontology (3:3:0,O) This course provides an overview of the physical, psychosocial, cognitive, cultural, and environmental factors that affect a person as they age. Topics include financial and administrative issues that affect patient services, adaptive equipment, assistive technology, and community resources. Also presented is an analysis and application of regulatory requirements of certified and licensed long term care facilities.

HPHM 4316 Integrated Delivery Systems and Organizational Relationships (3:3:0,O) An overview of the components and organizational issues of integrated delivery systems, the interaction of interdisciplinary staff composed of technicians and professionals, team building, product line service delivery and operational management in the clinical support service setting.

HPHM 4317 Research Methods and Statistics in Healthcare (3:3:0,O) This course provides an introduction to descriptive and inferential statistics, quantitative and qualitative research designs and how to apply these for clinical and managerial operations in a healthcare organization.

HPHM 4318 Healthcare Law and Ethics (3:3:0,O) This course provides an introduction to the regulatory, legal, and ethical issues related to the healthcare industry. Topics of study are: reimbursement issues, utilization review, privacy, patient rights, malpractice, and long-term regulatory issues; with regard to: federal, state, and local statutes.

HPHM 4320 Long-Term Care Policy and Management (3:3:0,O) This course provides an overview of the nursing home industry and the managerial requirements associated with long term care institutions. Topics of study focus on an introduction to: state and federal regulatory aspects of facility management, healthcare delivery systems, reimbursement and human resources administration.

HPHM 4321 Regulatory Aspects of Long-Term Care (3:3:0,O) Analysis and application of regulatory requirements in the daily operational environment of a certified and licensed long term care facility are covered. Topics in this course will include; Texas, Federal and JCAHO regulatory requirements in the care, architectural and life safety code compliance of long term care facility operations.

HPHM 4322 Principles of Revenue Cycle Management and Budgeting in Healthcare Organizations (3:3:0,O) This course examines the revenue cycle process from the delivery of the service, the direct or third-party reimbursement processes and the overall auditing and compliance cycle. This operational process will be strategically linked in creating, operating and improving different types of budgets. Students will apply managerial and strategic decision-making techniques (while considering fiscal data, regulatory laws and policies) such as analyzing systems, incorporating organization goals, identifying performance issues, and exploring how budget systems impact employee and patient behaviors.

HPHM 4323 Emergency Management, Disaster Preparation/Response and Recovery in Healthcare (3:3:0,O) This course focuses on examining health needs and health care delivery methods to prepare for, respond to, recover from, and mitigate impacts of crisis. Current and proposed federal, state, local, and private nonprofit disaster recovery methods are discussed. Further, this course addresses discussion of the cycle of planning, training, equipping, exercising and mission continuity processes as they relate to systems of health and wellness.

HPHM 4324 Advanced Topics in Decision-Making and Leadership in Healthcare Organizations (3:3:0,O) This course reviews the complexities involved in the decision-making processes and the inter and intra-relationships among leadership theories and techniques. Students will consider the following concepts, as applied to healthcare organizations, to include but not limited to, systems thinking, resource allocation, prioritization, comparative analysis, time management, indirect/direct elements of risk/return an influence. This course will advance students' understanding regarding efficient and effective decision-making and the overall impact tactic, operational and strategic leadership decisions can have on an organization's overall effectiveness.

HPHM 4331 Leadership in Healthcare Organizations (3:3:0,O) The course presents an overview of management theory and leadership principles. Topics include behavioral and managerial practices with emphasis upon interpersonal relations, problem solving skills, time management, stress management, and wellness.

HPHM 4333 Fundamentals of Population Health (3:3:0,O) This course explores the fundamentals of population health by addressing distinguishing characteristics of populations defined by geography, diagnosis and/or point of care. It describes how clinical and non-clinical evidence is used to measure health-related outcomes, analyze patterns, communicate results, identify best practices and implement effective interventions.

HPHM 4334 Principles of Health Economics and Policy (3:3:0,O) This course introduces the concepts of economic theory and analysis within the health services industry, focusing on healthcare consumption, supply and demand, healthcare resource allocation, and the impact of government intervention on the delivery of healthcare.

HPHM 4337 Healthcare Business Innovation and Entrepreneurship (3:3:0,O) This course provides an overview of the momentum of change in the healthcare industry. Business trends will be explored, as well as, methods to critically evaluate the potential of innovation technologies, start-up companies, or business models. Creative partnering through alliances, mergers, and acquisitions will be explored. Interaction with the TTU Innovation Hub and other TTUHSC related resources will occur.

HPHM 4341 Advanced Interprofessional Case Study (Professional) (3:3:0,O) This course is the capstone course for the professional concentration. This course focuses upon written, oral, and audio communication skills as practiced with the scope of a healthcare leader or manager in their daily work. Students in this course will work as a member of an interdisciplinary team to develop a comprehensive plan for a new healthcare facility, clinic, product line or service. The final project will allow the student to demonstrate competency across various business domains with the BSHM program. Prerequisites include: HPHM 4302, 4303, 4304, 4311, 4313, 4314, 4317, 4318 and 4334.

HPHM 4345 Advanced Emergency Medical Services Case Study (3:2:0,H) Focus on professional written and oral communication as practiced within the scope of emergency medical services. Develop audience specific written documents, including writing that is appropriate for a professional journal or conference, and prepare, deliver, and evaluate oral presentations.

HPHM 4346 Advanced Medical Imaging Case Study (3:2:0,H) Focus on professional written and oral communication as practiced within the scope of diagnostic imaging. Develop audience specific written documents, including writing that is appropriate for a professional journal or conference, and prepare, deliver, and evaluate oral presentations.

HPHM 4360 Special Topics (3:3:0,O) Guided independent research projects with focus upon a management problem in the clinical support service setting. Examples are assistive technology, early childhood intervention, grant writing, independent living centers, or rehabilitation services. Prerequisites: consent of instructor.
HPHM 4361 Special Topics (3:3:0,O) Guided independent research projects with focus upon a management problem in the clinical support service setting. Examples are assistive technology, early childhood intervention, grant writing, independent living centers, or rehabilitation services. Prerequisites: consent of instructor.

HPHM 4364 Long-Term Care Practicum (3:0:5-40,H) This supervised practical work experience, conducted in an approved long-term care facility, will prepare the student for a career as a Licensed LongTerm Care Administrator through practical application of the didactic curriculum. Two semesters of this practicum are required to take the nursing home administrator licensure examination. Prerequisites: consent of the instructor.

HPHM 4401 Fundamentals of Health Informatics and Data Analytics (4:4:0,O) A course in basic concepts and tools for collecting and analyzing data used by healthcare organizations. Basic processes of creating, maintaining, archiving medical information, and managing for legal requirements, security, privacy, and confidentiality will be explored.

HPHM 4477 Case Study I Strategic Management (Executive Concentration) (4:4:0,O) Students enhance their knowledge within the Healthcare field by application of the concepts, principles and tools acquired from the various healthcare management courses. Topics addressed include: financial analysis, industry analysis, internal analysis, competitive advantage, marketing, strategic analysis and planning.

HPHM 4478 Case Study II Healthcare Analysis and Policy Development (Executive) (4:4:0,O) In this executive concentration capstone course, students apply their knowledge within the healthcare field by the ethical and innovation application of the concepts, principles and tools acquired from the various program courses. Students address: financial analysis, industry analysis, internal analysis, marketing, strategic analysis, planning, as well as, policy analysis and development. Students will be required to complete a guided independent research project and problem-based case studies. Prerequisites include: HPMH 4302, 4303, 4304, 4308, 4311, 4313, 4314, 4317, 4318, 4334, 4401 and 4477.
Program Description

The goal of the Master of Science in Healthcare Administration is to offer a superior graduate level program consisting of evidence-based research, a focused management-based curriculum, individualized instruction, and mechanisms for personal and professional growth as a leader in the healthcare field.

The MSHA Program is designed to provide practicing clinicians, allied health providers, and administrators with skills that will allow them to excel as healthcare leaders. The increasing complexity of theoretical and applied knowledge required for healthcare leadership and the growing demand for innovative problem solvers have necessitated the development of a cost-effective graduate program geared toward future healthcare leaders.

The degree is entirely distance-based, designed specifically to increase its availability to as many working healthcare leaders as possible. The use of Sakai, in association with the Internet, will provide a top-quality educational program requiring no coursework requirements on a traditional campus. The program is focused towards the practicing clinician, allied health provider, administrator, or other executive working in, or supporting, the healthcare system.

Admission to the Program

The MSHA program begins three times a year, in the Summer, Fall and Spring. The application period will open on January 1st for Summer, March 1st for Fall, and on August 1st for Spring. The deadline for the receipt of the application, supporting documentation, and application fee is April 1st for Summer, July 1st for Fall and December 1st for Spring.

Application Process

To be considered for admission, applicants must have:

- Bachelor’s degree from an accredited university with a minimum cumulative GPA of 2.7.

The following are considered in the admissions process:

- All official college transcripts
- Minimum cumulative GPA of 2.7

It is in the best interest of the applicant to apply as early as possible. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

MSHA Curriculum

MSHA students entering the program will be required to complete 36 semester hours with passing grades and a cumulative GPA of 2.7 or better to meet degree requirements. They will include 30 hours of core class requirements and 6 hours of elective courses. HPHA 5314, Healthcare Administration Capstone, will be taken in the student’s last term.

**REQUIRED CORE COURSES**

- HPHA 5305 Principles of Management & Leadership in Healthcare
- HPHA 5306 Healthcare Delivery System
- HPHA 5307 Human Resources Management in Healthcare
ELECTIVES*

HPHA 5302 Medical Sociology
HPHA 5318 Organizational Behavior in Healthcare
HPHA 5320 Health Insurance & Reimbursement
HPHA 5321 Healthcare Operations & Supply Chain Management
HPHA 5322 Quality, Patient Safety & Risk Management
HPHA 5323 Healthcare Business Innovation & Entrepreneurship
HPHA 5324 Health Systems Engineering
HPHA 5325 Long Term Care Administration
HPHA 5326 Healthcare Decision Sciences and Business Analysis
HPHA 5327 Comparative Health Systems

*Students must complete any two of the elective courses.

Master of Science in Healthcare Administration (MSHA) Course Descriptions

HPHA 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O) An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

HPHA 5302 Medical Sociology (3:6:0,O) This course provides an introduction to central topics in the sociology of medicine, health, and illness. Topics include but are not limited to: epidemiology, history of medicine in the West, public health, the social stratification of illness, the medical profession, and health care provision, access and delivery. In exploring these topics, emphasis will be placed on how socio-economic factors such as age, gender, ethnicity, race, and financial status affect health care.

HPHA 5305 Principles of Management & Leadership in Healthcare (3:6:0,O) The emphasis of this course is on understanding the principles of management and leadership theory and application in health organizations. Topics include personality assessments, leadership competencies and skills, leadership models, outcomes measurement, and ethics in health leadership. Key concepts of management including planning, organizing, decision making, motivation, and communication will be addressed.

HPHA 5306 Healthcare Delivery System (3:6:0,O) This course provides an introduction to healthcare services, offering students an overview of the U.S. healthcare delivery system and the important components of the system. The course will examine the healthcare delivery system broadly and explore contemporary issues affecting the institutions that provide healthcare and are designed to protect the health of the American public. The course will cover the historical development of the U.S. healthcare system, the changing roles of healthcare providers, major health programs, determinants of health, disparities in health, and healthcare finance. The goal of the course is to provide students with the necessary skills to be effective participants in efforts to improve the U.S. healthcare system.

HPHA 5307 Human Resources Management in Healthcare (3:6:0,O) This course introduces students to the principles of managing human resources in healthcare organizations. Concepts presented include supervision, teamwork, recruitment and selection, performance management and evaluation, compensation and benefits, motivation, training and development, and employment and labor law. Students will learn effective methods of strategically managing human resources and incorporating these within the overall strategic plan of the organization.
This course will provide a broad framework for understanding and applying commonly used research methodologies and data analysis techniques in healthcare management. The course will review quantitative and qualitative research, research design, and methodology. Basic concepts of interpretation and application of statistics such as types of distributions, concepts of significance testing, and introduction of basic descriptive and inferential statistics are included. The goals are to prepare students to design, analyze, interpret, report, and critically evaluate research.

This course provides an overview of legal, regulatory, and ethical issues in healthcare. Topics include patient consent, privacy, confidentiality, torts, contract law, corporate liability, malpractice, antitrust, fraud and abuse, and key federal regulations. Students will analyze and discuss legal and ethical considerations in providing health services and learn to apply these considerations in decision making as a healthcare administrator.

This course introduces students to the core concepts of financial management in healthcare, including interpretation of financial reports, financial ratio analysis, cost and profit analysis, planning and budgeting, time value analysis, financing, investments, capital budgeting, and current accounts management. The purpose of this class is to assist the student in developing the necessary analytical ability, attitudes, and decision making skills required of a healthcare manager in a changing environment.

This course is designed to integrate key aspects of strategic planning and marketing in healthcare. The class examines strategic planning techniques, concepts, and practices, as well as leadership responsibilities regarding the creation of mission, vision, goals, and objectives statements. The course integrates marketing with strategic planning such that the key elements of marketing and the complementary roles of public relations, advertising and sales are captured in the organizational analysis.

This course introduces the concepts of economic theory and analysis within the health services industry focusing on healthcare consumption, supply and demand, healthcare resource allocation, and the impact of health policy on the delivery of healthcare in the U.S.

This course provides students the opportunity to integrate and apply key competencies and skills learned in the MSHA program to a healthcare setting. MSHA students will work with the course instructor to develop and structure a project to be completed over the course of a semester. This final project will allow the student to demonstrate the ability to analyze and propose solutions to healthcare issues, as well as to exhibit proficiency in business writing, research, and project development and implementation skills common among senior healthcare executives. Prerequisite: This course may only be taken in the student's last semester of the program. Students must have approval from the Program Director in order to register for this course.

The purpose of this course is to help students gain an appreciation of the theory of organizations and how this theory shapes the way healthcare administrators come to think about their administrative responsibilities and the range of options available to them through the literature. Understanding the attitudes and behaviors of individuals and groups in healthcare organizations will also be emphasized. Students will learn about organizational strategy that draws from and integrates a number of disciplines, including organization theory, finance, planning, and marketing. Course concepts will be applied in a series of cases.

This course provides an overview of health insurance, including public and private payers, self-funded insurance, managed care, health insurance markets, and policy changes that impact these areas. In addition, the course will cover healthcare payment systems and reimbursement methods of various payers in the health services marketplace.

This course examines operational issues in healthcare management. Healthcare operations topics include systems analysis, forecasting, facility location and design models, decision analysis techniques, inventory control, CQI and statistical quality control. The course also integrates key components of supply chain management, including strategic sourcing and purchasing, acquisition, logistics, inventory management, and point of use applications, providing understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system.

This course introduces the concepts of health care risk and quality management and how these domains go hand in hand with patient safety. Class work addresses the major elements of risk management program including claims management, risk financing, risk reduction, and emergency preparedness. A "systems" approach to health care quality is provided including performance improvement methodologies, tools and strategic initiatives to address continuous quality improvement. Appropriate standards, laws, and regulatory requirements are covered with special emphasis on compliance with Joint Commission accreditation.

This course will explore the evolving world of healthcare innovation from a business perspective to include the entrepreneurial side of human health advancements. Technology is an institutional imperative driving innovation through value-chain optimization and strategic convergence and/or divergence across all sub-sectors within healthcare, including sectors such as pharmaceuticals, biotechnology, medical devices and health informatics. The course will evaluate the entrepreneurial process, strategic thinking and new venture exploration while focusing on rapid growth and technological implementation and close considerations within the healthcare sector.

This course examines healthcare operations from a systems perspective. Systems modeling and system design concepts will be considered in the design and operation of healthcare systems. Key healthcare systems that focus on patient flow, patient safety, capacity planning, inventory management and supply chain management, and staffing are considered. In designing and operating healthcare facilities it is also important to consider how different parts of the system interact with one another and to consider how changes made to one part of a system can have unintended consequences on other parts of the system. This course also considers key aspects of change management and challenges of implementing process improvement.

This course provides an overview of the physical, psychosocial, cognitive, cultural, and environmental factors that affect a person as they age. Topics include financial and administrative issues that affect patient services, adaptive equipment, assistive technology, and community resources. Also present is an analysis and application of regulatory requirements of certified and licensed long term care facilities.

This course emphasizes data management and analytic skills and knowledge to support healthcare organizations in improving patient safety, quality, population health and business/marketing strategies. Topics include master data management principles, advanced analytics, electronic clinical quality measures, pay for performance, process control charts and fundamentals of quality improvement science. Students will develop skills in team-based projects to manage and analyze healthcare data to support improvement strategies.

This course provides an introduction to healthcare services from a global perspective. Offering U.S. students a comparative overview of various global and international healthcare delivery systems. The course will examine these systems broadly in terms of their core business models as well as explore contemporary issues, best-practices, and innovations that may have utility for the U.S. health system and practicing executives. The goal of the course is to provide students with an integrative view and perspective of health systems around the world to add to the healthcare body of knowledge from a systems perspective.

This course will introduce the student to the uses of information technology and data analytics as they apply to healthcare, including the basic structure and function of computers, information retrieval, electronic health records, physician order entry, telemedicine, consumer health informatics, security, privacy, and confidentiality in the electronic environment, HIPAA regulations, ethics, computerized medical imaging, decision support, and the use of data analytics in healthcare. The course will provide the student with the fundamental knowledge
necessary to practice within the modern healthcare environment and communicate with information technology (IT) personnel.
Graduate Certificate in Health Informatics and Data Analytics (CRHI)

Program Description

A Graduate Certificate in Health Informatics and Data Analytics (CRHI) is available for working professionals who would like to expand their knowledge and further their education in health informatics and data analytics without pursuing a full graduate degree in healthcare administration. It is a fully online, 12-semester hour program.

Admission to the Program

The CRHI certificate program begins three times a year, in the Summer, Fall and Spring. The application period will open on January 1st for Summer, March 1st for Fall, and August 1st for Spring. The deadline for the receipt of the application, supporting documentation, and application fee is April 1st for Summer, July 1st for Fall and December 1st for Spring.

Application Process

To be considered for admission, applicants must have one of the following qualifications:

- Bachelor’s degree from an accredited university with a minimum cumulative GPA of 2.7.

The following are considered in the admissions process:

- All official college transcripts
- Minimum cumulative GPA of 2.7

It is in the best interest of the applicant to apply as early as possible. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

CRHI Curriculum

Students admitted to the CRHI program will be required to complete 12 semester credit hours with passing grades and a cumulative GPA of 2.7 or better to meet the certificate requirements.

**REQUIRED COURSES**

- HPHC 5309  Healthcare Research Methods & Statistics
- HPHC 5326  Healthcare Decisions Sciences & Business Analysis
- HPHC 5330  Health Informatics & Data Analytics

**ELECTIVES***

- HPHC 5306  Healthcare Delivery System
- HPHC 5311  Healthcare Finance
- HPHC 5321  Healthcare Operations & Supply Chain Management
*Students must complete one of the electives.

Graduate Certificate in Health Informatics and Data Analytics (CRHI) Course Descriptions

HPHC 5306 Healthcare Delivery System (3:3:0,O) This course provides an introduction to healthcare services, offering students an overview of the U.S. healthcare delivery system and the important components of the system. The course will examine the healthcare delivery system broadly and explore contemporary issues affecting the institutions that provide healthcare and are designed to protect the health of the American public. The course will cover the historical development of the U.S. healthcare system, the changing roles of healthcare providers, major health programs, determinants of health, disparities in health, and healthcare finance. The goal of the course is to provide students with the necessary skills to be effective participants in efforts to improve the U.S. healthcare system.

HPHC 5309 Healthcare Research Methods and Statistics (3:3:0,O) This course will provide a broad framework for understanding and applying commonly used research methodologies and data analysis techniques in healthcare management. The course will review quantitative and qualitative research, research design, and methodology. Basic concepts of interpretation and application of statistics such as types of distributions, concepts of significance testing, and introduction of basic descriptive and inferential statistics are included. The goals are to prepare students to design, analyze, interpret, report, and critically evaluate research.

HPHC 5311 Healthcare Finance (3:3:0,O) This course introduces students to the core concepts of financial management in healthcare, including interpretation of financial reports, financial ratio analysis, cost and profit analysis, planning and budgeting, time value analysis, financing, investments, capital budgeting, and current accounts management. The purpose of this class is to assist the student in developing the necessary analytical ability, attitudes, and decision making skills required of a healthcare manager in a changing environment.

HPHC 5321 Healthcare Operations and Supply Chain Management (3:3:0,O) This course examines operational issues in healthcare management. Healthcare operations topics include systems analysis, forecasting, facility location and design models, decision analysis techniques, inventory control, CQI and statistical quality control. The course also integrates key components of supply chain management, including strategic sourcing and purchasing, acquisition, logistics, inventory management, and point of use applications, providing understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system.

HPHC 5326 Healthcare Decision Sciences and Business Analysis (3:3:0,O) This course emphasizes data management and analytic skills and knowledge to support healthcare organizations in improving patient safety, quality, population health and business/marketing strategies. Topics include master data management principles, advanced analytics, electronic clinical quality measures, pay for performance, process control charts and fundamentals of quality improvement science. Students will develop skills in team-based projects to manage and analyze healthcare data to support improvement strategies.

HPHC 5330 Health Informatics and Data Analytics (3:3:0,O) This course will introduce the student to the uses of information technology and data analytics as they apply to healthcare, including the basic structure and function of computers, information retrieval, electronic health records, physician order entry, telemedicine, consumer health informatics, security, privacy, and confidentiality in the electronic environment, HIPAA regulations, ethics, computerized medical imaging, decision support, and the use of data analytics in healthcare. The course will provide the student with the fundamental knowledge necessary to practice within the modern healthcare environment and communicate with information technology (IT) personnel.
Graduate Certificate in Healthcare Finance and Economics (CRHF)

Program Description

A Graduate Certificate in Healthcare Finance and Economics (CRHF) is available for working professionals who would like to expand their knowledge and further their education in healthcare finance and economics without pursuing a full graduate degree in healthcare administration. It is a fully online, 12-semester hour program.

Admission to the Program

The CRHF certificate program begins three times a year, in the Summer, Fall and Spring. The application period will open on January 1st for Summer, March 1st for Fall, and August 1st for Spring. The deadline for the receipt of the application, supporting documentation, and application fee is April 1st for Summer, July 1st for Fall and December 1st for Spring.

Application Process

To be considered for admission, applicants must have one of the following qualifications:

- Bachelor’s degree from an accredited university with a minimum cumulative GPA of 2.7.

The following are considered in the admissions process:

- All official college transcripts
- Minimum cumulative GPA of 2.7

It is in the best interest of the applicant to apply as early as possible. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

CRHF Curriculum

Students admitted to the CRHF program will be required to complete 12 semester credit hours with passing grades and a cumulative GPA of 2.7 or better to meet the certificate requirements.

REQUIRED COURSES

- HPHC 5311 Healthcare Finance
- HPHC 5313 Healthcare Economics & Policy
- HPHC 5320 Health Insurance & Reimbursement

ELECTIVES*

- HPHC 5321 Healthcare Operations & Supply Chain Management
- HPHC 5323 Business Innovation & Entrepreneurship in Healthcare

*Students must complete one of the electives.
Graduate Certificate in Healthcare Finance and Economics (CRHF) Course Descriptions

HPHC 5311 Healthcare Finance (3:3:0,O) This course introduces students to the core concepts of financial management in healthcare, including interpretation of financial reports, financial ratio analysis, cost and profit analysis, planning and budgeting, time value analysis, financing, investments, capital budgeting, and current accounts management. The purpose of this class is to assist the student in developing the necessary analytical ability, attitudes, and decision making skills required of a healthcare manager in a changing environment.

HPHC 5313 Healthcare Economics and Policy (3:3:0,O) The course introduces the concepts of economic theory and analysis within the health services industry focusing on healthcare consumption, supply and demand, healthcare resource allocation, and the impact of health policy on the delivery of healthcare in the U.S.

HPHC 5320 Health Insurance and Reimbursement (3:3:0,O) This course provides an overview of health insurance, including public and private payers, self-funded insurance, managed care, health insurance markets, and policy changes that impact these areas. In addition, the course will cover healthcare payment systems and reimbursement methods of various payers in the health services marketplace.

HPHC 5321 Healthcare Operations and Supply Chain Management (3:3:0,O) This course examines operational issues in healthcare management. Healthcare operations topics include systems analysis, forecasting, facility location and design models, decision analysis techniques, inventory control, CQI and statistical quality control. The course also integrates key components of supply chain management, including strategic sourcing and purchasing, acquisition, logistics, inventory management, and point of use applications, providing understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system.

HPHC 5323 Healthcare Business Innovation & Entrepreneurship (3:3:0,O) This course will explore the evolving world of healthcare innovation from a business perspective to include the entrepreneurial side of human health advancements. Technology is an institutional imperative driving innovation through value-chain optimization and strategic convergence and/or divergence across all sub-sectors within healthcare, including sectors such as pharmaceuticals, biotechnology, medical devices and health informatics. The course will evaluate the entrepreneurial process, strategic thinking and new venture exploration while focusing on rapid growth and technological implementation and close considerations within the healthcare sector.
Graduate Certificate in Health Systems Engineering and Management (CRHE)

Program Description

A Graduate Certificate in Health Systems Engineering and Management (CRHE) is available for working professionals who would like to expand their knowledge and further their education in health systems engineering and management without pursuing a full graduate degree in healthcare administration. It is a fully online, 12-semester hour program.

Admission to the Program

The CRHE certificate program begins three times a year, in the Summer, Fall and Spring. The application period will open on January 1st for Summer, March 1st for Fall, and August 1st for Spring. The deadline for the receipt of the application, supporting documentation, and application fee is April 1st for Summer, July 1st for Fall and December 1st for Spring.

Application Process

To be considered for admission, applicants must have one of the following qualifications:

- Bachelor’s degree from an accredited university with a minimum cumulative GPA of 2.7.

The following are considered in the admissions process:

- All official college transcripts
- Minimum cumulative GPA of 2.7

It is in the best interest of the applicant to apply as early as possible. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

CRHE Curriculum

Students admitted to the CRHE program will be required to complete 12 semester credit hours with passing grades and a cumulative GPA of 2.7 or better to meet the certificate requirements.

REQUIRED COURSES

- HPHC 5306 Healthcare Delivery System
- HPHC 5321 Healthcare Operations & Supply Chain Management
- HPHC 5322 Quality, Patient Safety, and Risk Management
- HPHC 5324 Health Systems Engineering

Graduate Certificate in Health Systems Engineering and Management (CRHE) Course Descriptions

HPHC 5306 Healthcare Delivery System (3:3:0,0) This course provides an introduction to healthcare services, offering students an overview of the U.S. healthcare delivery system and the important components of the system. The course will examine the healthcare delivery system broadly and explore contemporary issues affecting the institutions that provide healthcare and are designed to protect the health of the American public. The course will cover the historical development of the U.S. healthcare system, the changing roles of healthcare providers, major health programs, determinants of health,
disparities in health, and healthcare finance. The goal of the course is to provide students with the necessary skills to be effective participants in efforts to improve the U.S. healthcare system.

HPHC 5321 Healthcare Operations and Supply Chain Management (3:3:0,O) This course examines operational issues in healthcare management. Healthcare operations topics include systems analysis, forecasting, facility location and design models, decision analysis techniques, inventory control, CQI and statistical quality control. The course also integrates key components of supply chain management, including strategic sourcing and purchasing, acquisition, logistics, inventory management, and point of use applications, providing understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system.

HPHC 5322 Quality, Patient Safety, & Risk Management (3:3:0,O) This course introduces the concepts of health care risk and quality management and how these domains go hand in hand with patient safety. Class work addresses the major elements of risk management program including claims management, risk financing, risk reduction, and emergency preparedness. A "systems" approach to health care quality is provided including performance improvement methodologies, tools and strategic initiatives to address continuous quality improvement. Appropriate standards, laws, and regulatory requirements are covered with special emphasis on compliance with Joint Commission accreditation.

HPHC 5324 Health Systems Engineering (3:3:0,O) This course examines healthcare operations from a systems perspective. Systems modeling and system design concepts will be considered in the design and operationof healthcare systems. Key healthcare systems that focus on patient flow, patient safety, capacity planning, inventory management and supply chain management, and staffing are considered. In designing and operating healthcare facilities it is also important to consider how different parts of the system interact with one another and to consider how changes made to one part of a system can have unintended consequences on other parts of the system. This course also considers key aspects of change management and challenges of implementing process improvement.
Graduate Certificate in Health Systems Policy and Management (CRHS)

Program Description
A Graduate Certificate in Health Systems Policy and Management (CRHS) is available for working professionals who would like to expand their knowledge and further their education in health systems policy and management without pursuing a full graduate degree in healthcare administration. It is a fully online, 12-semester hour program.

Admission to the Program
The CRHS certificate program begins three times a year, in the Summer, Fall and Spring. The application period will open on January 1st for Summer, March 1st for Fall, and August 1st for Spring. The deadline for the receipt of the application, supporting documentation, and application fee is April 1st for Summer, July 1st for Fall and December 1st for Spring.

Application Process
To be considered for admission, applicants must have one of the following qualifications:
- Bachelor’s degree from an accredited university with a minimum cumulative GPA of 2.7.

The following are considered in the admissions process:
- All official college transcripts
- Minimum cumulative GPA of 2.7

It is in the best interest of the applicant to apply as early as possible. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

CRHS Curriculum
Students admitted to the CRHS program will be required to complete 12 semester hours with passing grades and a cumulative GPA of 2.7 or better to meet the certificate requirements.

**REQUIRED COURSES**

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<th>Course Code</th>
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<tr>
<td>HPHC 5310</td>
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<tr>
<td>HPHC 5312</td>
<td>Strategic Planning &amp; Marketing in Healthcare</td>
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**ELECTIVES***

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<td>HPHC 5321</td>
<td>Healthcare Operations &amp; Supply Chain Management</td>
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*Students must complete one of the electives.
Graduate Certificate in Health Systems Policy and Management (CRHS) Course Descriptions

HPHC 5306 Healthcare Delivery System (3:3:0,O) This course provides an introduction to healthcare services, offering students an overview of the U.S. healthcare delivery system and the important components of the system. The course will examine the healthcare delivery system broadly and explore contemporary issues affecting the institutions that provide healthcare and are designed to protect the health of the American public. The course will cover the historical development of the U.S. healthcare system, the changing roles of healthcare providers, major health programs, determinants of health, disparities in health, and healthcare finance. The goal of the course is to provide students with the necessary skills to be effective participants in efforts to improve the U.S. healthcare system.

HPHC 5310 Health Law and Ethics (3:3:0,O) This course provides an overview of legal, regulatory, and ethical issues in healthcare. Topics include patient consent, privacy, confidentiality, torts, contract law, corporate liability, malpractice, antitrust, fraud and abuse, and key federal regulations. Students will analyze and discuss legal and ethical considerations in providing health services and learn to apply these considerations in decision making as a healthcare administrator.

HPHC 5312 Strategic Planning and Marketing in Healthcare (3:3:0,O) The purpose of this class is to integrate key aspects of strategic planning and marketing in healthcare. The class examines strategic planning techniques, concepts, and practices, as well as leadership responsibilities regarding the creation of mission, vision, goals, and objective statements. The course integrates marketing with strategic planning such that the key elements of marketing and the complementary roles of public relations, advertising and sales are captured in the organizational analysis.

HPHC 5313 Healthcare Economics and Policy (3:3:0,O) The course introduces the concepts of economic theory and analysis within the health services industry focusing on healthcare consumption, supply and demand, healthcare resource allocation, and the impact of health policy on the delivery of healthcare in the U.S.

HPHC 5321 Healthcare Operations and Supply Chain Management (3:3:0,O) This course examines operational issues in healthcare management. Healthcare operations topics include systems analysis, forecasting, facility location and design models, decision analysis techniques, inventory control, CQI and statistical quality control. The course also integrates key components of supply chain management, including strategic sourcing and purchasing, acquisition, logistics, inventory management, and point of use applications, providing understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system.
Graduate Certificate in Long Term Care Administration (CRLA)

Program Description

A Graduate Certificate in Long Term Care Administration (CRLA) is available for working professionals who would like to expand their knowledge and further their education in long term care administration without pursuing a full graduate degree in healthcare administration. It is a fully online, 15-semester hour program.

Admission to the Program

The CRLA certificate program begins three times a year, in the Summer, Fall and Spring. The application period will open on January 1st for Summer, March 1st for Fall, and August 1st for Spring. The deadline for the receipt of the application, supporting documentation, and application fee is April 1st for Summer, July 1st for Fall and December 1st for Spring.

Application Process

To be considered for admission, applicants must have one of the following qualifications:

- Bachelor’s degree from an accredited university with a minimum cumulative GPA of 2.7.

The following are considered in the admissions process:

- All official college transcripts
- Minimum cumulative GPA of 2.7

It is in the best interest of the applicant to apply as early as possible. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

CRLA Curriculum

Students admitted to the CRLA program will be required to complete 15 semester credit hours with passing grades and a cumulative GPA of 2.7 or better to meet the certificate requirements.

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<td>HPHC 5325</td>
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**ELECTIVES**

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<td>HPHC 5307</td>
<td>Human Resources Management in Healthcare</td>
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<td>HPHC 5322</td>
<td>Quality, Patient Safety &amp; Risk Management</td>
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*Students must complete one of the electives.
Graduate Certificate in Long Term Care Administration (CRLA)

Course Descriptions

HPHC 5307 Human Resources Management in Healthcare (3:3:0,O) This course introduces students to the principles of managing human resources in healthcare organizations. Concepts presented include supervision, teamwork, recruitment and selection, performance management and evaluation, compensation and benefits, motivation, training and development, and employment and labor law. Students will learn effective methods of strategically managing human resources and incorporating these within the overall strategic plan of the organization.

HPHC 5310 Health Law and Ethics (3:3:0,O) This course provides an overview of legal, regulatory, and ethical issues in healthcare. Topics include patient consent, privacy, confidentiality, torts, contract law, corporate liability, malpractice, antitrust, fraud and abuse, and key federal regulations. Students will analyze and discuss legal and ethical considerations in providing health services and learn to apply these considerations in decision making as a healthcare administrator.

HPHC 5311 Healthcare Finance (3:3:0,O) This course introduces students to the core concepts of financial management in healthcare, including interpretation of financial reports, financial ratio analysis, cost and profit analysis, planning and budgeting, time value analysis, financing, investments, capital budgeting, and current accounts management. The purpose of this class is to assist the student in developing the necessary analytical ability, attitudes, and decision making skills required of a healthcare manager in a changing environment.

HPHC 5312 Strategic Planning and Marketing in Healthcare (3:3:0,O) The purpose of this class is to integrate key aspects of strategic planning and marketing in healthcare. The class examines strategic planning techniques, concepts, and practices, as well as leadership responsibilities regarding the creation of mission, vision, goals, and objective statements. The course integrates marketing with strategic planning such that the key elements of marketing and the complementary roles of public relations, advertising and sales are captured in the organizational analysis.

HPHC 5322 Quality, Patient Safety, & Risk Management (3:3:0,O) This course introduces the concepts of health care risk and quality management and how these domains go hand in hand with patient safety. Class work addresses the major elements of risk management program including claims management, risk financing, risk reduction, and emergency preparedness. A "systems" approach to health care quality is provided including performance improvement methodologies, tools and strategic initiatives to address continuous quality improvement. Appropriate standards, laws, and regulatory requirements are covered with special emphasis on compliance with Joint Commission accreditation.

HPHC 5325 Long Term Care Administration (3:3:0,O) This course provides an overview of the physical, psychosocial, cognitive, cultural, and environmental factors that affect a person as they age. Topics include financial and administrative issues that affect patient services, adaptive equipment, assistive technology, and community resources. Also present is an analysis and application of regulatory requirements of certified and licensed long term care facilities.
Program Description

The clinical laboratory plays a major role in diagnostic medicine. Graduates of the Program in Clinical Laboratory Science (medical technology) analyze patient specimens for indications of disease. Results of these tests are used by the physician in confirming the patient diagnosis and in prescribing therapy. Academic preparation for a career in clinical laboratory science is a four-year baccalaureate degree, including a clinical preceptorship. Two years of prerequisite courses in chemistry, mathematics, biology, microbiology, and liberal arts precede a two-year professional component dealing specifically with clinical laboratory science. The professional program combines didactic instruction with student laboratory experience, followed by clinical practice in affiliated laboratories.

The TTUHSC Clinical Laboratory Science program culminates in the Bachelor of Science degree in Clinical Laboratory Science. Graduates of the program are eligible to sit for a national certification examination.

TTU Honors College students accepted into the CLS program may complete honors college credit in the School of Health Professions and graduate with the honors designation.

Individuals seeking a second Bachelor’s degree are welcome to apply to the B.S. in CLS program.

Special Features

Candidates seeking a degree in clinical laboratory science have the option of pursuing the Bachelor of Science in clinical laboratory science tract offered at the Lubbock campus or the second degree online tract for students who already hold a Bachelor of Science degree. A third tract is available for students who wish to earn a certificate in clinical laboratory science. All three tracts are eligible to sit for the national certification in clinical laboratory science through the American Society of Clinical Pathology Board of Certification (BOC).

Some states require additional state licensure (California, Florida, Georgia, Hawaii, Louisiana, Montana, Nevada, New York, North Dakota, Puerto Rico, Rhode Island, Tennessee, and West Virginia). Since each state has its own set of rules and guidelines, you must contact the licensure agency in each state for information about these requirements which can be found at https://www.ascp.org/content/board-of-certification/verify-credentials.

Essential Functions

To successfully complete didactic, laboratory, and clinical/fieldwork/preceptorship portions in the CLS programs, an individual must meet the following essential functions with or without accommodations:

1. **Mobility:** The student must have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department. The student must be able to lift his or her arms above shoulder height in order to place or remove items of ten pounds or less from shelves. The student must be able to bend over at the waist or squat (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.

2. **Manual Dexterity:** The student must have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples would include (but are not limited to) being able to operate a computer keyboard; dial a telephone; handle cuvettes, sample cups, pipette tips, and reagent vials; pick up glass slides from table top, manipulate tools and instruments used in the clinical laboratory (including a microscope and pipettes); collect specimens, and use a pen or pencil in order to communicate effectively in writing for coursework and clinical/fieldwork/preceptorship to ensure patient/client safety.
3. **Auditory Acuity:** The student must be able to hear well enough to respond to significant sounds in a clinical lab. Examples would include (but are not limited to) being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor in order to ensure patient safety. (National Patient Safety Goals NPSG)

4. **Verbal Communication Skills:** The student must be able to orally communicate professionally to persons on the telephone or other health care workers listening specifically, to the student in person to ensure patient safety. (National Patient Safety Goals NPSG)

5. **Visual Acuity to read, write, discern colors, and use a microscope:** The student must have adequate eyesight such that he/she can recognize and distinguish gradients of color (such as on a urine reagent strip and special stains), read numbers and words either on a video display screen, computer printout, or legible handwriting, and interpret lines and points on graphs and charts to ensure patient safety.

6. **Intellectual, Conceptual, Integrative, and Quality Skills:** The student must possess the ability to develop and exhibit organizational problem solving skills. Specifically, the student must have the ability to measure, calculate, analyze, interpret, synthesize, and evaluate data; have the ability to learn to perform duties and assignments in a timely manner while under stress and in a variety of settings; exhibit the maturity to accept feedback and demonstrate professional conduct in the classroom, laboratory, and at the preceptorship site.

7. **Social Behavior Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, clients, and patients’/clients’ families during clinical/fieldwork/preceptorship and academic interactions. Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork/preceptorship situations. Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

---

**Admission to the Bachelor of Science in Clinical Laboratory Science Program**

This program begins in August of each year. Third year students (juniors) seeking admission must have the required number of semester hours of credit for admission. All courses must be completed prior to beginning the professional program. A personal interview is the final part of the admissions review.

**Application Process**

Applications are considered on a rolling basis for acceptance into the professional program. Individual applications are reviewed once materials have been received; therefore, it is in the applicant’s best interest to complete their application, including submission of required documentation, as early as possible. Fulfillment of the basic requirements does not guarantee admission. The following is required for an individual to be considered for the CLS program:

- Completion of the Texas Common Core, Information on the Texas Common Core curriculum can be found at [https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx](https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx).
- Specific prerequisite courses must be completed before application to the professional phase of the Clinical Laboratory Science program.
- A minimum overall GPA of 2.5 on a 4.0 scale and a grade of "C" or better in each standard science prerequisite course is required. GPA calculations are based on the required courses.

Applicants who meet the above listed requirements and are deemed competitive candidates for admission will be invited to TTUHSC for an interview. The admissions committee selects the most qualified applicants for admission by considering the following: cumulative GPA, prerequisite science GPA, interview scores, student essay, and other factors.

**Prerequisite Course Requirements**

Students wishing to enter the Clinical Laboratory Science program should choose either the standard, pre-med or pre-PA option. Substitution of courses may be authorized by the Program Director.

**Texas Common Core Requirements (42 minimum hours)**

Information on the Texas Common Core curriculum can be found at [https://www.ttuhsc.edu/health-](https://www.ttuhsc.edu/health-)
### STANDARD OPTION SCIENCE PREREQUISITES*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry II with lab</td>
<td>4</td>
</tr>
<tr>
<td>Biology I or A&amp;P I with lab</td>
<td>4</td>
</tr>
<tr>
<td>Biology II or A&amp;P II with lab</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>Intro to Organic or Organic Chemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>Genetics or science elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Total Hours = 27**

*These hours may be included as part of your Texas Common Core.

### Pre-Med Option Prerequisites

The pre-med mentor program is designed to provide direction to students interested in attending medical school following the completion of a degree in clinical laboratory science. The primary purpose of this program is to help the student, by means of meetings and counseling, to prepare for and apply to medical school. Preparation for the Medical College Admission Test (MCAT), the admission interview, and other aspects of personal preparation are considered. The goal of this program is to provide to those students with both academic and professional potential the best opportunity to successfully gain admission to medical school.

**STANDARD PREREQUISITES PLUS THE FOLLOWING:**

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Physics I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>Calculus I or Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

*Must verify with medical school of choosing as prerequisites vary per school.

### Pre-Physician Assistant Option Prerequisites

**STANDARD PREREQUISITES PLUS THE FOLLOWING:**

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Anatomy & Physiology 8
Organic Chemistry or Biochemistry 4
Genetics 4
Psychology 3

*Must verify with PA school of choosing as prerequisites vary per school.

GPA: Minimum 3.0 overall & science GPA (as calculated by CASPA)

GRE

*For additional requirements for the Pre-Med and Pre-PA options, please visit our website (http://www.ttuhsc.edu/health-proessions/) or contact the Office of Admissions and Student Affairs 806.743.3220 or health.professions@ttuhsc.edu.

- All science courses must be intended for science majors
- Prerequisite courses completed in the last 7 years are preferred
- Required prerequisite courses must be taken at a regionally accredited US or Canadian college or university. Transfer credit from a school outside the US or Canada will not apply to the required prerequisite courses.

Bachelor of Science in Clinical Laboratory Science (CLS) Master of Science in Healthcare Administration (MSHA) Dual Track

The Master of Science in Healthcare Administration (MSHA) track within the clinical laboratory science program (CLS) will prepare graduates for entry-level practice and management in the clinical laboratory with a strong foundation in management theories and practices specifically related to leading and managing a clinical laboratory.

Qualifications

A candidate for the MSHA program must meet prerequisite requirements for the standard option within the CLS program and have been accepted into the CLS program. The minimum overall GPA for a candidate to be considered for the MSHA track is an overall 3.0 GPA on a 4.0 GPA scale. The candidate will apply to the MSHA program in the spring semester of their first year enrolled in the CLS program.

Bachelor of Science in Clinical Laboratory Science Program Curriculum

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course director and Program Director. The course plan is the same for the standard, pre-med and pre-PA options.

**FIRST YEAR (JUNIORS)**

<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 3110  Professional Issues in CLS</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 3400  Clinical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 3405  Clinical Bacteriology I</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 3455  Principles of Immunology</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>HPCS 3450</td>
<td>Clinical Chemistry II</td>
</tr>
<tr>
<td>HPCS 3460</td>
<td>Clinical Bacteriology II</td>
</tr>
<tr>
<td>HPCS 3470</td>
<td>Clinical Hematology I</td>
</tr>
<tr>
<td>HPCS 4405</td>
<td>Molecular Diagnostics</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

**SECOND YEAR (SENIORS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 3310</td>
<td>Urinalysis &amp; Body Fluids</td>
<td>3</td>
</tr>
<tr>
<td>HPCS 4300</td>
<td>Applied Research &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HPCS 4420</td>
<td>Laboratory Management</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 4455</td>
<td>Parasitology/Mycology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 3465</td>
<td>Immunohematology</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 4385</td>
<td>Clinical Correlations</td>
<td>3</td>
</tr>
<tr>
<td>HPCS 4480</td>
<td>Hematology II</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 4440</td>
<td>Clinical Preceptorship I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4105</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4741</td>
<td>Clinical Preceptorship II</td>
<td>7</td>
</tr>
<tr>
<td>HPCS 4842</td>
<td>Clinical Preceptorship III</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Hours = 13
Total Hours Required (Standard Option)  
Prerequisites  
Professional Curriculum  

Total Hours Required (Pre-Med Option)  
Prerequisites  
Professional Curriculum  

Total Hours Required (Pre-PA Option)  
Prerequisites  
Professional Curriculum  

During professional studies, students are required to adhere to all program policies and academic and behavioral guidelines as outlined in the Student Handbook and Clinical Preceptorship Manual.

**CLS/MSHA Dual Track Curriculum**

Students accepted into the MSHA program will be required to complete 36 semester hours to meet degree requirements. This will include 30 hours of core requirements within the MSHA program, 7 credit hours of requirements within the Clinical Laboratory Science program.

**MSHA CORE COURSES**

- HPHA 5306  Healthcare Delivery System
- HPHA 5307  Human Resource Management in Healthcare
- HPHA 5310  Health Law & Ethics
- HPHA 5311  Healthcare Finance
- HPHA 5312  Strategic Planning & Marketing in Healthcare
- HPHA 5313  Healthcare Economics & Policy
- HPHA 5314  Healthcare Administration Capstone (final course in the program)
- HPHA 5330  Health Informatics & Data Analytics
Choose two of the following electives:

HPHA 5302      Medical Sociology
HPHA 5318      Organizational Behavior in Healthcare
HPHA 5320      Health Insurance & Reimbursement
HPHA 5321      Healthcare Operations & Supply Chain Management
HPHA 5322      Quality, Patient Safety & Risk Management
HPHA 5323      Healthcare Business Innovation and Entrepreunership
HPHA 5324      Health Systems Engineering
HPHA 5325      Long Term Care Administration
HPHA 5326      Healthcare Decision Sciences and Business Analysis
HPHA 5327      Comparative Health

**CLS CORE COURSES**

HPCS 4420      Laboratory Management
HPCS 4300      Applied Statistics & Research

Matriculation of the CLS to MSHA program FIRST YEAR and SECOND YEAR are spent completing prerequisites for CLS program, as well as completing Texas Common Core curriculum.

**THIRD YEAR (1st year in CLS Program)**

<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 3400 Clinical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 3405 Clinical Bacteriology I</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 3455 Principles of Immunology</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 3110 Professional Issues in CLS</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours = 13

<table>
<thead>
<tr>
<th>Spring Semester Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4305 Molecular Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>HPCS 3450 Clinical Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 3460 Clinical Bacteriology II</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 3470 Hematology I</td>
<td>4</td>
</tr>
</tbody>
</table>
Apply to the TTUHSC MSHA Program.

### FOURTH YEAR (2nd year in CLS Program)

#### Summer II Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 3110</td>
<td>Urinalysis &amp; Body Fluids</td>
<td>3</td>
</tr>
<tr>
<td>*HPCS 4300</td>
<td>Applied Research &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>*HPCS 4420</td>
<td>Laboratory Management</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 4455</td>
<td>Parasitology/Mycology</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours = 14

#### Full Summer Semester Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take one course in the MSHA program</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours = 3

#### Fall Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4185</td>
<td>Clinical Correlations</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 3465</td>
<td>Immunohematology I</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 4480</td>
<td>Hematology II</td>
<td>4</td>
</tr>
<tr>
<td>HPCS 4440</td>
<td>Clinical Preceptorship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours = 15

#### Spring Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4741</td>
<td>Clinical Preceptorship II</td>
<td>7</td>
</tr>
<tr>
<td>HPCS 4842</td>
<td>Clinical Preceptorship III</td>
<td>8</td>
</tr>
<tr>
<td>HPCS 4105</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours = 16

Complete Requirements for BSCLS.
FIFTH YEAR (MSHA courses)

Students will complete 30 hours in total in the MSHA program, in the following semesters:

- Summer Semester
- Fall Semester (Fall I 8-week term & Fall 2 8-week term)
- Spring Semester (Spring I 8-week term & Spring 2 8-week term)

**TOTAL 30 hours**

The Healthcare Administration Capstone course (HPHA 5314) should be taken in the final semester.

**COMPLETE REQUIREMENTS FOR MSHA & graduate with MSHA degree**

**Bachelor of Science in Clinical Laboratory Science (CLS) Course Descriptions**

**HPCS 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

**HPCS 3110 Professional Issues in CLS (1:1:0,H)** An overview and introduction to the profession.

**HPCS 3310 Urinalysis and Body Fluids I (3:4:3,F)** Analysis of the physical, chemical, and microscopic parameters of urine and body fluids. Special emphasis is placed on understanding kidney function and pathology.

**HPCS 3400 Clinical Chemistry I (4:3:4,F)** An introduction to the basic principles, methodologies, and physiology of clinical chemistry.

**HPCS 3405 Clinical Bacteriology I (4:3:6,F)** Study of the isolation, cultivation, identification, and susceptibility testing of pathogenic bacteria. The taxonomy, physiology, and pathogenesis of medically important bacteria are covered.

**HPCS 3450 Clinical Chemistry II (4:3:4,F)** Prerequisite: HPCS 3400. The qualitative and quantitative chemical analysis of blood and other body fluids. Correlation of test results to health and disease states.

**HPCS 3455 Principles of Immunology (4:3:3,F)** Fundamentals of immunology and the human immune system. An introduction to the theory, practical application, and technical performance of immunologic and serologic procedures used in diagnostic laboratory medicine.

**HPCS 3460 Clinical Bacteriology II (4:3:6,F)** Prerequisite: HPCS 3405. A continuation of HPCS 3405 with an emphasis in clinical virology, clinical correlations, and case studies and bioterrorism.

**HPCS 3465 Immunohematology I (4:3:4,F)** Prerequisite: HPCS 3455. The theory, practical application, and technical performance of blood bank procedures required for transfusion of blood, blood components, and the handling and storage of blood components. Correlation of test results to normal and abnormal physiology.

**HPCS 3470 Hematology I (4:3:4,F)** An introduction to the study of coagulation, blood cells, blood forming organs, and related diagnostic laboratory procedures.

**HPCS 4105 Senior Seminar (1:0:0,O)** A comprehensive review of topics in clinical laboratory science.

**HPCS 4300 Applied Statistics and Research (3:3:0,O)** Introduction to descriptive, inferential, and non-parametric statistics related to basic and clinical science. Introduction to the process of basic and clinical research and research design. Application of statistical analysis to assigned research projects.

**HPCS 4385 Clinical Correlations (3:3:0,H)** Review of current topics and case studies in clinical laboratory science.

**HPCS 4405 Molecular Diagnostics (4:3:3,F)** Introduction to basic genetics and genetic testing techniques used in molecular and forensic pathology.

**HPCS 4420 Laboratory Management (4:4:0,O)** An introduction to management with emphasis upon management issues and concerns specific to the clinical laboratory.

**HPCS 4440 Clinical Preceptorship I (4:1:0,H)** A course designed for the senior student to begin preparation for supervised clinical practicum in an affiliated clinical laboratory.

**HPCS 4455 Clinical Parasitology and Mycology (4:4:6,F)** Prerequisite: HPCS 3405, 3460. Study of medically significant protozoan and helminthic parasites and their vectors and pathogenic fungi. Emphasis is placed on laboratory methods and isolation and identification of these agents of disease.

**HPCS 4480 Hematology II (4:3:4,F)** Prerequisite: HPCS 3470. The study of blood cells and their abnormalities with emphasis on disease processes.

**HPCS 4741 Clinical Preceptorship II (7:0:0,F)** An intermediate supervised clinical practicum in an affiliated clinical laboratory.

**HPCS 4842 Clinical Preceptorship III (8:0:0,F)** An advanced supervised clinical practicum in an affiliated clinical laboratory.
Second Degree Bachelor of Science in Clinical Laboratory Science

Admission to the Second Degree Bachelor of Science in Clinical Laboratory Science Program

This is a 12-month online, second degree tract in clinical laboratory science for students who have completed a four-year science degree from an accredited university. Didactic material is delivered online and laboratory sessions are conducted via one, six-day session in the Fall and Spring semesters. Additionally, a clinical laboratory preceptorship is required during the final semester.

Students who complete requirements for the degree are eligible to sit for the national certification examination through the American Society of Clinical Pathology Board of Certification (BOC).

GPA Requirement

Candidates must have an overall 2.5 GPA based on a 4.0 scale and a 2.5 science GPA on a 4.0 scale.

Prerequisite Course Requirements for CLS Second Degree

Courses must be completed with a "C" or above to be considered for prerequisite credit.

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences w/ laboratory</td>
<td>12</td>
</tr>
<tr>
<td>Biology I &amp; II or A&amp;P I &amp; II, and other approved science elective</td>
<td></td>
</tr>
<tr>
<td>Basic Chemistry w/ laboratory</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry w/ laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology w/ laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

*Recommended courses: Immunology, Biology I & II, Anatomy, Physiology, Genetics, Cell Biology, & upper division Microbiology.

Texas Common Core Requirements (42 minimum hours)

Information on the Texas Common Core curriculum can be found at [https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx](https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx).

Graduates Not from Texas Public Universities

A second bachelor's degree sought by a student who did not graduate from a public Texas university must include the required Texas Core Curriculum. Information on the Texas Common Core curriculum can be found at [https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx](https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx).
## Second Degree Bachelor of Science in Clinical Laboratory Science Curriculum

### Fall Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4147</td>
<td>Clinical Immunology</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4341</td>
<td>Foundations of Hemastasis</td>
<td>3</td>
</tr>
<tr>
<td>HPCS 4343</td>
<td>Foundations of Clinical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>HPCS 4345</td>
<td>Foundations of Clinical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>HPCS 4450</td>
<td>Clinical Laboratory Practice I</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours = 13

### Spring Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4144</td>
<td>Analysis of Body Fluids</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4145</td>
<td>Principles of Molecular Diagnostics</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4146</td>
<td>Advanced Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4242</td>
<td>Advanced Hematology</td>
<td>2</td>
</tr>
<tr>
<td>HPCS 4348</td>
<td>Foundations of Immunohematology</td>
<td>3</td>
</tr>
<tr>
<td>HPCS 4451</td>
<td>Clinical Laboratory Practice II</td>
<td>4</td>
</tr>
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</table>

Total Hours = 13

### Summer Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4149</td>
<td>Principles of Laboratory Management</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4153</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4752</td>
<td>Preceptorship</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Hours = 9

## Second Degree Bachelor of Science in Clinical Laboratory Science Course Descriptions

**HPCS 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

**HPCS 4144 Analysis of Body Fluids (1:1:0,O)** A concise review of analysis of the physical, chemical, and microscopic parameters of urine and other body fluids. Some emphasis is placed on understanding kidney function and pathology.

**HPCS 4145 Principles of Molecular Diagnostics (1:1:0,O)** An introduction to the basic principles of genetics and the practice of genetic testing techniques with an emphasis on human genetic disease.

**HPCS 4146 Advanced Microbiology (1:1:0,O)** Prerequisite: HPCS 4345. A study of pathogenic mycobacteria, viral agents, fungi, and medically significant protozoan and helminthic parasites. Study includes overview of transmission and associated diseases and emphasis on laboratory isolation and identification of these pathogens.

**HPCS 4147 Clinical Immunology (1:1:0,O)** Fundamentals of immunology and the human immune system. An introduction to the theory, practical application, and technical performance of immunologic and serologic procedures used in diagnostic laboratory medicine.
HPCS 4149 Principles of Laboratory Management (1:1:0, O) An introduction to management with emphasis upon management issues and concerns specific to the clinical laboratory.

HPCS 4153 Seminar (1:1:0, O) A comprehensive review of topics in clinical laboratory science.

HPCS 4242 Advanced Hematology (2:2:0, O) Prerequisite: HPCS 4341. A concise review of hematological disorders. The diagnostic implications and laboratory diagnosis of anemias, polycytheremias, leukemias, and lymphomas is included.

HPCS 4341 Foundations of Hemostasis (3:3:0, O) A concise review of the process of coagulation, platelet hemostasis, and the structure and related function of red and white blood cells.

HPCS 4343 Foundations of Clinical Chemistry (3:3:0, O) An introduction to the principles and practice of clinical chemistry. Correlation of chemistry test results to health and disease states is included.

HPCS 4345 Foundations of Clinical Microbiology (3:3:0, O) A study of medically important bacteria and associated diseases. Emphasis is placed on laboratory diagnosis, including cultivation, isolation, identification, and susceptibility testing of bacterial pathogens.

HPCS 4348 Foundations of Immunohematology (3:3:0, O) Prerequisite: HPCS 4147. The theory, practical application, and technical performance of blood bank procedures required for transfusion of blood, blood components, and the handling and storage of blood components. Correlation of test results to normal and abnormal physiology.

HPCS 4450 Clinical Lab Practice I (4:0:0, F) A laboratory experience that exposes students to basic procedures and skills needed to satisfactorily perform testing in a clinical lab setting. Topics include pre-analytical, analytical, and post-analytical components of Hemostasis, Clinical Chemistry, and Clinical Microbiology testing.

HPCS 4451 Clinical Lab Practice II (4:0:0, F) Prerequisite: HPCS 4450. A laboratory experience that exposes students to procedures and skills needed to satisfactorily perform testing in a clinical lab setting. Topics include pre-analytical, analytical, and post-analytical components of: Advanced Hematology, Analysis of Body Fluids, Molecular Diagnostics, Advanced Microbiology, Clinical Immunology, and Immunohematology testing.

HPCS 4752 Clinical Preceptorship (7:0:0, F) Prerequisites: HPCS 4341, 4242, 4144, 4147, 4348, 4345, 4146, 4450, 4451, 4343, 4145. An advanced supervised clinical practicum in an affiliated clinical laboratory.
Post Baccalaureate Certificate in Clinical Laboratory Science

Admission to the Post-Baccalaureate Certificate in Clinical Laboratory Science Program

This is a 12-month online, certificate tract in clinical laboratory science for students who have completed a four-year science degree from an accredited university. Didactic material is delivered online and laboratory sessions are conducted via one, six-day session in the Fall and Spring semesters. Additionally, a clinical laboratory preceptorship is required during the final semester. Students who complete requirements for the certificate are eligible to sit for the national certification examination through the American Society of Clinical Pathology Board of Certification (BOC).

GPA Requirement

Candidates must have an overall 2.5 GPA based on a 4.0 scale and a 2.5 science GPA on a 4.0 scale.

Prerequisite Course Requirements for CLS Certificate

Courses must be completed with a C or above to be considered for prerequisite credit.

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences w/ laboratory</td>
<td>12</td>
</tr>
<tr>
<td><em>Biology I &amp; II or A&amp;P I &amp; II, and other approved science elective</em></td>
<td></td>
</tr>
<tr>
<td>Basic Chemistry w/ laboratory</td>
<td>8</td>
</tr>
<tr>
<td><em>General Chemistry I &amp; II</em></td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry w/ laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology w/ laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

*Recommended courses: Immunology, Biology I & II, Anatomy, Physiology, Genetics, Cell Biology, & upper division Microbiology.

Texas Tech University Health Sciences Center
Post-Baccalaureate Certificate in Clinical Laboratory Science/Medical Technology/Technologist

Program Length: 12 months

Students Graduating on Time

N/A* of Title IV students complete the program within 12 months
**Program Costs**

- $11,615 for in-state tuition and fees
- $24,360 for out-of-state tuition and fees
- $2,100 for books and supplies
- $13,285 for off-campus room and board

Other Costs: No other costs provided.

Visit website for more program cost information

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

**Students Borrowing Money**

69% of students who attend this program borrow money to pay for it.

The typical graduate leaves with

N/A in debt

*Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.

The typical monthly loan payment

N/A* per month in student loans with N/A* interest rate.

*Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.

The typical graduate earns

not provided per year after leaving this program.

**Graduates Who Got Jobs**

96% of program graduates got jobs according to the accreditor job placement rate

Program graduates are employed in the following fields:

Health Specialties Teachers, Postsecondary

**Licensure Requirements**

*Program has no licensure requirements in any state.

**Additional Information**

Note, all items are based on Second Degree & Post Baccalaureate Certificate Programs in Clinical Laboratory Science, NOT solely Laboratory Certificate as we cannot separate the survey as it is anonymous. Total N for both Second Degree & Post Baccalaureate Certificate programs for 2016 graduating class was 36. Of the 36, 26 were Post Baccalaureate Certificate graduates.

Date Created 7/5/2017

These disclosures are required by the U.S. Department of Education

**Post-Baccalaureate Certificate in Clinical Laboratory Science Curriculum**

<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4147 Clinical Immunology</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>HPCS 4341</td>
<td>Foundations of Hemostasis</td>
</tr>
<tr>
<td>HPCS 4343</td>
<td>Foundations of Clinical Chemistry</td>
</tr>
<tr>
<td>HPCS 4345</td>
<td>Foundations of Clinical Microbiology</td>
</tr>
<tr>
<td>HPCS 4450</td>
<td>Clinical Laboratory Practice I</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours = 13</strong></td>
</tr>
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</table>

**Spring Semester Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4144</td>
<td>Analysis of Body Fluids</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4145</td>
<td>Principles of Molecular Diagnostics</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4146</td>
<td>Advanced Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4242</td>
<td>Advanced Hematology</td>
<td>2</td>
</tr>
<tr>
<td>HPCS 4348</td>
<td>Foundations of Immunohematology</td>
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<td>Clinical Laboratory Practice II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours = 13</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Summer Semester Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCS 4149</td>
<td>Principles of Laboratory Management</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4153</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HPCS 4752</td>
<td>Preceptorship</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours = 9</strong></td>
<td></td>
</tr>
</tbody>
</table>

Post Baccalaureate Certificate in Clinical Laboratory Science Course Descriptions

**HPCS 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

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HPCS 4348 Foundations of Immunohematology (3:3:0,O) Prerequisite: HPCS 4147. The theory, practical application, and technical performance of blood bank procedures required for transfusion of blood, blood components, and the handling and storage of blood components. Correlation of test results to normal and abnormal physiology.

HPCS 4450 Clinical Lab Practice I (4:0:0,F) A laboratory experience that exposes students to basic procedures and skills needed to satisfactorily perform testing in a clinical lab setting. Topics include pre-analytical, analytical, and post-analytical components of Hemostasis, Clinical Chemistry, and Clinical Microbiology testing.

HPCS 4451 Clinical Lab Practice II (4:0:0,F) Prerequisite: HPCS 4450. A laboratory experience that exposes students to procedures and skills needed to satisfactorily perform testing in a clinical lab setting. Topics include pre-analytical, analytical, and post-analytical components of: Advanced Hematology, Analysis of Body Fluids, Molecular Diagnostics, Advanced Microbiology, Clinical Immunology, and Immunohematology testing.

HPCS 4752 Clinical Preceptorship (7:0:0,F) Prerequisites: HPCS 4341, 4242, 4144, 4147, 4348, 4345, 4146, 4450, 4451, 4343, 4145. An advanced supervised clinical practicum in an affiliated clinical laboratory.
Master of Science in Molecular Pathology (MP)

This program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

5600 N River Rd., Suite 720
Rosemont, IL 60018
(773) 714-8880

Program Description

Developments in biotechnology in the past two decades have led to the adoption of molecular and genomic information into the patient care model. Molecular Pathology provides medical results through analysis of DNA and RNA to provide diagnosis, prognosis, or personalized treatment recommendations. Molecular diagnostics is the fastest-growing discipline in the modern clinical laboratory. The rapid growth of genomics and molecular techniques available to the healthcare professional is dramatically changing the detection, treatment, and assessment of disease. The diagnostic molecular scientist is a professional who is qualified by academic and applied education to provide service in the molecular diagnosis of acquired, inherited and infectious diseases. The goal of molecular diagnostics is to enhance the value of clinical laboratory services by providing an environment in which new tests based on the application of knowledge and new techniques at the most basic cellular level (i.e. molecular techniques) can be established, validated and applied to the testing of patient specimens.

The TTUHSC Molecular Pathology program culminates in the Master of Science degree in Molecular Pathology. To further molecular pathology among health professions, the American Society for Clinical Pathology Board of Certification (ASCP-BOC) has developed a national certification examination for the Certified Laboratory Technologist in Molecular Biology, MB(ASCP).

Special Features

The twelve-month program includes 39 credit hours of didactic (classroom and laboratory) experience and three credit hours of mentored, clinical molecular diagnostic experience including biomedical research (clinical preceptorship). The clinical experiences are structured to provide skill and practice in diagnostic techniques, quality assurance, and interpreting and reporting patient results. The clinical experience is an integral part of the curriculum and students pay regular tuition and fees for enrollment.

Essential Functions

A student admitted to the Molecular Pathology program must meet basic and essential requirements. To successfully complete didactic, laboratory, and clinical/fieldwork/preceptorship portions in the MP program, an individual must meet the following essential functions:

1. **Mobility:** The student must have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department. The student must be able to lift his or her arms above shoulder height in order to place or remove items of ten pounds or less from shelves. The student must be able to bend over at the waist or squat (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.

2. **Manual Dexterity:** The student must have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples would include (but are not limited to) being able to operate a computer keyboard; dial a telephone; handle cuvettes, sample cups, pipette tips, and reagent vials; pick up glass slides from table top, manipulate tools and instruments used in the clinical laboratory (including a microscope and pipettes); collect specimens, and use a pen or pencil in order to communicate effectively in writing for coursework and clinical/fieldwork/preceptorship to ensure patient/client safety.

3. **Auditory Acuity:** The student must be able to hear well enough to respond to significant sounds in a clinical lab. Examples would include (but are not limited to) being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor in order to ensure patient safety. (National Patient Safety Goals)
4. **Verbal Communication Skills:** The student must be able to orally communicate professionally to persons on the telephone or other healthcare workers listening specifically, to the student in person to ensure patient safety. (National Patient Safety Goals)

5. **Visual Acuity to read, write, discern colors, and use a microscope:** The student must have adequate eyesight such that he/she can recognize and distinguish gradients of color (such as on an ELISA assay), read numbers and words either on a video display screen, computer printout, or legible handwriting, and interpret lines and points on graphs and charts to ensure patient safety.

6. **Intellectual, Conceptual, Integrative, and Quality Skills:** The student must possess the ability to develop and exhibit organizational problem solving skills. Specifically, the student must have the ability to measure, calculate, analyze, interpret, synthesize and evaluate data in a short period of time; have the ability to learn to perform duties and assignments in a timely manner while under stress and in a variety of settings; exhibit the maturity to accept feedback and demonstrate professional conduct in the classroom, laboratory, and at the preceptorship site.

7. **Social Behavior Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, clients, and patients’/clients’ families during clinical/fieldwork/preceptorship/and academic interactions. Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork/preceptorship situations. Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

**Application Process**

Applications are considered on a rolling basis for acceptance into the program. Applications must be received by February 1st to be considered for summer enrollment of that year.

The following is required for an individual to be considered for the MP program:

- A cumulative and prerequisite grade point average of 2.75 or above (on a 4.0 scale) is necessary to qualify for admissions.

- Graduate of a NAACLS accredited Clinical Laboratory Sciences Program (cumulative 2.75 GPA) with a national certification in clinical laboratory science OR Graduate of an accredited university with a bachelor’s degree in a science discipline (including the listed prerequisite courses below).

All qualified candidates selected by the MP admissions committee will be invited for an on-campus interview.

**Prerequisite Course Requirements**

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry with laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>*Biochemistry</td>
<td>3-4</td>
</tr>
<tr>
<td>*Genetics</td>
<td>3-4</td>
</tr>
<tr>
<td>General Biology</td>
<td>8</td>
</tr>
<tr>
<td>*Organic Chemistry</td>
<td>8</td>
</tr>
</tbody>
</table>

*MLS graduates are exempt from some of the prerequisites. Please contact the Office of Admissions and Student Affairs for more information.

**Curriculum**

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission...
### Summer Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPMP 5100</td>
<td>Issues in Molecular Pathology</td>
<td>1</td>
</tr>
<tr>
<td>HPMP 5400</td>
<td>Research Design &amp; Statistical Analysis</td>
<td>4</td>
</tr>
<tr>
<td>HPMP 5406</td>
<td>Molecular Biology of the Cell</td>
<td>4</td>
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</table>

Total Hours = 9

### Fall Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPMP 5309</td>
<td>Human Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>HPMP 5341</td>
<td>Graduate Research I</td>
<td>3</td>
</tr>
<tr>
<td>HPMP 5407</td>
<td>Pathophysiology/Clinical Laboratory</td>
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</tr>
<tr>
<td>HPMP 5805</td>
<td>Applied Molecular Techniques I</td>
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Total Hours = 18

### Spring Semester Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPMP 5102</td>
<td>Graduate Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HPMP 5301</td>
<td>Management of Molecular Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>HPMP 5342</td>
<td>Clinical Preceptorship</td>
<td>3</td>
</tr>
<tr>
<td>HPMP 5408</td>
<td>Applied Molecular Techniques II</td>
<td>4</td>
</tr>
<tr>
<td>HPMP 5441</td>
<td>Graduate Research II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours = 15

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**Master of Science in Molecular Pathology (MP) Course Descriptions**

**HPMP 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

**HPMP 5000 Audit (0:0:0,F) Audit**

**HPMP 5098 Special Topics (1-6:0:1-6,H)** Prerequisite: Permission from the Program Director. This course involves an independent project designed to meet the individual student's needs and/or interests. This may include, but is not limited to, a research project, or course/skill review.

**HPMP 5100 Issues in Molecular Pathology (1:3:0,F)** Presentation of current topics regarding the biomedical application of genetic information. Ethical issues and professionalism will also be discussed.

**HPMP 5102 Graduate Seminar (1:1:0,F)** Career preparation and independent study and prep for external certification in Molecular Pathology.

**HPMP 5301 Management of the Molecular Laboratory (3:3:0,O)** Business and management principles relative to laboratory management and
administration will be presented. The purpose, function, and utilization of laboratory services, specimen procurement, patient education and consent, regulatory issues, and quality assurance are discussed. Specific requirements regarding accreditation of molecular pathology clinical laboratories will be reviewed and discussed. Co-requisite HPMP 5102.

HPMP 5309 Human Molecular Genetics (3:3:0,O) Advanced human molecular genetics with an emphasis on the causative factors and diagnosis of human disease. The fundamental principles of medical genetics, including basic Mendelian genetics, the molecular and biochemical basis of genetics, developmental genetics, genetics of complex diseases, cancer, and epigenetics will be studied. Genetic counseling, carrier screening and prenatal diagnosis will be discussed.

HPMP 5341 Graduate Research I (3:3:4,F) Prerequisite: HPMP 5400. Topics include the application of molecular techniques in the design and creation of clinical procedures, clinical essays, critical evaluation of scientific literature, writing a scientific article and peer review. Writing intensive.

HPMP 5342 Clinical Preceptorship (3:0:0,F) Supervised advanced molecular clinical practicum in an affiliated laboratory with emphasis on patient testing, quality assurance, and case studies assessment. Co-Requisite HPMP 5102

HPMP 5400 Research Design and Statistical Analysis (4:6:4,F) Introduction to the process of basic and clinical research design. Critical evaluation of the scientific literature will be a focus. Introduction to descriptive, parametric, and non-parametric statistics. Includes laboratory component covering fundamental laboratory skills, proper equipment usage, and laboratory math.

HPMP 5406 Molecular Biology of the Cell (4:6:0,F) Comprehensive survey course in eukaryotic molecular cell biology. Course covers the fundamental concepts of DNA and RNA structure and function, gene replication, transcription and expression, cell-cell communication and cell death in the eukaryotic system. A strong background in biology is assumed.

HPMP 5407 Pathophysiology (4:4:0,O) Presentation of the basis of human disease with regard to the major determinants of disease in human organ systems with discussion of normal anatomy and physiology. Survey of the clinical laboratory that includes common laboratory assays (Hematology, Clinical Chemistry, and Microbiology) addresses the purpose, function, and utilization of laboratory services. Specimen procurement, patient education and consent, and quality assurance are discussed.

HPMP 5408 Applied Molecular Techniques II (4:4:16,F) Co-requisite HPMP 5102 Prerequisite: AHMP 5805. Continuation of Applied Molecular Techniques I with advanced training and technical experience in the use of DNA and RNA technologies applied to the clinical setting.

HPMP 5441 Graduate Research II (4:1:0,F) Co-Requisite HPMP 5102 Prerequisite: AHMP 5341. Advanced research projects. Topics include a research project in molecular diagnosis and/or biomedical science. Project comprises of assay design and validation, and culminates in a public research presentation. Writing Intensive.

HPMP 5805 Applied Molecular Techniques I (8:4:16,F) Introduction to basic genetic testing techniques used in molecular and forensic pathology with discussion of quality laboratory practice including quality control, quality assurance, and quality improvement. Lab component will focus on the use of DNA technologies in clinical settings.
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Texas Tech University Health Sciences Center Physician Assistant Program sponsored by Texas Tech University Health Sciences Center. 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 March 2023. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The PA Profession

The Master of Physician Assistant Studies program prepares students for a career in one of the fastest growing and rewarding health care fields. Physician Assistants (PAs) are educated through academic and clinical training as medical providers who are licensed to practice medicine as part of the healthcare team. PAs take medical histories, perform physical examinations, order and interpret diagnostic tests, diagnose and treat illnesses, write prescriptions, counsel patients on preventative care and assist in surgery.

A PA exercises considerable autonomy in medical decision-making, but the supervising physician and state laws determine the full scope of a PA's practice. PAs deliver health care to diverse patients of all ages in a variety of medical settings.

Program Description

Based in Midland, Texas, and located on the campus of Midland College, the Texas Tech University Health Sciences Center PA Program is one of the programs in the Department of Laboratory Sciences and Primary Care in the School of Health Professions and offers a Master of Physician Assistant Studies (MPAS) degree. The curriculum is an intensive 27-month medical education program with a focus on primary care and family medicine and consists of academic and clinical components.

Mission

The mission of the Texas Tech University Health Sciences Center School of Health Professions Physician Assistant Program is to provide comprehensive medical education to physician assistant students. Through an environment of academic excellence and the promotion of life-long learning and professionalism, graduates will be prepared to practice patient-centered primary care, increasing access to healthcare for communities of West Texas and beyond.

Technical Standards

A student admitted into the TTUHSC Physician Assistant Program must meet basic and essential requirements that are necessary for obtaining employment and performing as a Physician Assistant. The technical standards each student must master include cognitive, physical and behavioral characteristics that are identified in the following:

1. **Observation:** The applicant/student must possess the ability to observe required demonstrations, visual presentations in lectures and laboratories, and written and audiovisual presentations. Examples of perceptual abilities include but are not limited to gross and microscopic studies of organisms, cadaver dissections, and various diagnostic tests such as interpretation of echocardiograms, digital and wavelength readings, and graphic or radiographic images. The applicant/student must be able to observe patients accurately and completely, both at distance and closely using functional visual, hearing, and somatic sensation.

2. **Communication:** The applicant/student must possess the ability to communicate effectively with patients to elicit information, including nonverbal communications, and describe changes in mood, activity, and posture with immediate assessment of information provided. Individuals must possess the ability to communicate effectively with clinical preceptors and other
members of the healthcare team, didactic and clinical faculty, and colleagues. The applicant/student must possess the ability to effectively and sensitively communicate in oral, written, and electronic form with patients and members of the health care team in order to provide safe and effective patient care.

3. **Motor:** The applicant/student must possess sufficient gross and fine motor function, equilibrium, and sensation to elicit information from patients through customary techniques for physical assessment such as visual observation/inspection, palpation, percussion, and auscultation as well as carry out diagnostic maneuvers and technical procedures involved in the practice of medicine and surgery. Examples reasonably required of physician assistants include cardiopulmonary resuscitation, application of pressure to stop bleeding, venous and arterial punctures, suturing, pelvic and rectal exams, obstetrical maneuvers, and opening of obstructed airways.

4. **Intellectual, Conceptual, Integrative, and Quantitative abilities:** The applicant/student must possess the ability to comprehend three dimensional relationships and spatial relationships of structures; and be able to collect, organize, prioritize, analyze and synthesize large amounts of detailed and complex information to apply in problem-solving and decision-making in clinical and educational settings including lectures, laboratories, small group discussions and clinical settings.

5. **Behavioral and Social Attributes:** The applicant/student must be able to tolerate physical and mental taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and function in the face of uncertainty inherent in the evaluation and treatment of patients. The applicant/student must have the emotional health to fully use his/her intellectual ability, exercise good judgment and complete all responsibilities necessary to the diagnosis and care of patients. The applicant/student must possess integrity, compassion, and effective interpersonal skills to interact with patients and members of the health care team with sensitivity to cultural differences. The applicant/student must be able to understand and apply the concepts of medical ethics and demonstrate ethical behavior.

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**Admission to the Program**

The PA Program begins in late May each year. The application for the 2019-2020 admissions cycle will open in late April. The application deadline for all materials to be received by the TTUHSC School of Health Professions Admissions Office is October 1. Additional information is available on the program website at: [http://www.ttuhsc.edu/health-professions](http://www.ttuhsc.edu/health-professions). Priority in applications review is given to those applicants with all materials received by August 1.

**Application Process**

Applicants must complete both a CASPA application and supplemental application. The CASPA application can be accessed through the following link: [https://caspa.liaisoncas.com/applicant-ux/#/login](https://caspa.liaisoncas.com/applicant-ux/#/login)

The supplemental application can be accessed through the following link: [http://www.ttuhsc.edu/health-professions](http://www.ttuhsc.edu/health-professions)

Applications are considered on a rolling basis for acceptance into the professional program. Individual applications are reviewed once materials have been received; therefore, it is in the applicant’s best interest to complete their application, including submission of required documentation, as early as possible. Fulfillment of the basic requirements does not guarantee admission. All official transcripts need to be submitted to CASPA. You will only need to send updated transcripts to our office. Transcripts must be in a sealed envelope from the institution and must have been printed within the last year. The following is required for an individual to be considered for the MPAS program:

- Baccalaureate Degree
- Official GRE scores (code 3652)
- A minimum overall and science GPA of 3.0 on a 4.0 scale is required. The CASPA calculated GPA will be utilized.
- Completed (or plan to complete) prerequisite coursework (see table below) with a grade of "C" or higher. Applicants with more than 9 hours of prerequisite courses in progress will not be reviewed.
- CASPA application with three letters of recommendation
- AP and CLEP credit will not be accepted for any science prerequisite courses.

The selection process for the TTUHSC PA Program is highly competitive. Applicants must meet the minimum prerequisite requirements. Many factors are considered in admissions decisions and acceptance is offered to candidates that appear to be most highly qualified to meet the mission and goals of the PA program including previous achievement and academic potential, character, motivation and understanding of the profession, and life experience. In accordance with the mission and goals of the PA program, special consideration may be given to the following applicants: Residents from the 108 counties in the service area of TTUHSC;
Invitations to interview at the TTUHSC PA Program in Midland are extended to the most competitive applicants. Completion of prerequisite coursework, strength of the academic record, experiences, essays, letters of recommendation, and interviews are all strongly considered in the admissions process.

**Prerequisite Course Requirements**

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy (human preferred)</td>
<td>4</td>
</tr>
<tr>
<td>Physiology (human preferred)</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry or Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

*A&P I and II may fulfill Anatomy and Physiology requirement.*

**PA Curriculum**

*All required science courses must be intended for science majors. Required prerequisite courses must be taken at a regionally accredited US or Canadian college or university. Transfer credit from a school outside of the US or Canada will not apply to the required prerequisite courses. Prerequisite courses completed in the last 7 years are preferred. AP and CLEP credit will not be accepted for any science prerequisite courses.*

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Summer Semester Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPPA 5191 Professional Development I</td>
<td>1</td>
</tr>
<tr>
<td>HPPA 5301 Clinical Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>HPPA 5306 Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>HPPA 5406 Basic Sciences I</td>
<td>4</td>
</tr>
<tr>
<td>HPPA 5501 Human Anatomy</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Hours = 16</strong></td>
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</table>

<table>
<thead>
<tr>
<th>First Fall Semester Courses</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPA 5202 Clinical Decision Making I</td>
<td>2</td>
</tr>
<tr>
<td>HPPA 5304 Clinical Medicine I</td>
<td>3</td>
</tr>
<tr>
<td>HPPA 5307 Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>HPPA 5308</td>
<td>Basic Sciences II</td>
</tr>
<tr>
<td>HPPA 5392</td>
<td>Professional Development II</td>
</tr>
<tr>
<td>HPPA 5502</td>
<td>Physical Examination</td>
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<tr>
<td>HPPA 6306</td>
<td>Medical Psychology</td>
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Total Hours = 22

**First Spring Semester Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>HPPA 5193</td>
<td>Professional Development III</td>
<td>1</td>
</tr>
<tr>
<td>HPPA 5203</td>
<td>Clinical Decision Making II</td>
<td>2</td>
</tr>
<tr>
<td>HPPA 5309</td>
<td>Pediatrics</td>
<td>3</td>
</tr>
<tr>
<td>HPPA 5313</td>
<td>Clinical Medicine IV</td>
<td>3</td>
</tr>
<tr>
<td>HPPA 5403</td>
<td>Clinical Medicine II</td>
<td>4</td>
</tr>
<tr>
<td>HPPA 5411</td>
<td>Cardiology</td>
<td>4</td>
</tr>
<tr>
<td>HPPA 5412</td>
<td>Clinical Medicine III</td>
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Total Hours = 22

**SECOND YEAR**

**Second Summer Semester Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPA 5194</td>
<td>Professional Development IV</td>
<td>1</td>
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<tr>
<td>HPPA 6203</td>
<td>Clinical Decision Making III</td>
<td>2</td>
</tr>
<tr>
<td>HPPA 6301</td>
<td>Clinical Medicine VI</td>
<td>3</td>
</tr>
<tr>
<td>HPPA 6302</td>
<td>Cultural Competency for the Physician Assistant</td>
<td>3</td>
</tr>
<tr>
<td>HPPA 6501</td>
<td>Clinical Medicine V</td>
<td>5</td>
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Total Hours = 14

**Second Fall, Second Spring, & Third Summer Courses***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPA 6601</td>
<td>Family Medicine Clerkship</td>
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</tbody>
</table>

**Total Hours = 6**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPA 6602</td>
<td>Internal Medicine Clerkship</td>
<td>6</td>
</tr>
<tr>
<td>HPPA 6603</td>
<td>Prenatal Care &amp; Gynecology Clerkship</td>
<td>6</td>
</tr>
<tr>
<td>HPPA 6604</td>
<td>Pediatric Clerkship</td>
<td>6</td>
</tr>
<tr>
<td>HPPA 6605</td>
<td>Emergency Medicine Clerkship</td>
<td>6</td>
</tr>
<tr>
<td>HPPA 6606</td>
<td>Selective Clerkship</td>
<td>6</td>
</tr>
<tr>
<td>HPPA 6607</td>
<td>Psychiatry Clerkship</td>
<td>6</td>
</tr>
<tr>
<td>HPPA 6608</td>
<td>Surgery Clerkship</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Hours = 48**

*Clinical Study (6 week rotations)*

**Throughout the Clerkship Year Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPA 6404</td>
<td>Master Project Track</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Hours = 4**

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## Master of Physician Assistant Studies (PA) Course Descriptions

**HPPA 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

**HPPA 5000 Audit (0:0:0,O)** Audit

**HPPA 5191 Professional Development I (1:1:0,H)** The professional development sequence of courses spans the entire didactic program curriculum and is intended to provide a foundation for clerkships and professional practice. Topics include: PA Profession issues, history of the profession, business of healthcare, concepts of public health (such as: patient safety, quality improvement, and prevention of medical errors), medical ethics, risk management, rules/regulations, personal wellness and professionalism.

**HPPA 5193 Professional Development III (1:1:0,F)** The professional development sequence of courses spans the entire didactic program curriculum and is intended to provide a foundation for clerkships and professional practice. Topics include: PA Profession issues, history of the profession, business of healthcare, concepts of public health such as: patient safety, quality improvement, and prevention of medical errors, medical ethics, risk management, rules/regulations, personal wellness and professionalism.

**HPPA 5194 Professional Development IV (1:1:0,F)** The professional development sequence of courses spans the entire didactic program curriculum and is intended to provide a foundation for clerkships and professional practice. Topics include: PA Profession issues, history of the profession, business of healthcare, concepts of public health such as: patient safety, quality improvement, and prevention of medical errors, medical ethics, risk management, rules/regulations, personal wellness and professionalism.

**HPPA 5202 Clinical Decision Making I (2:2:0,H)** This course is intended to expand student's knowledge base gained in the clinical medicine course series and facilitate critical thinking and clinical diagnostic skills. The student will develop differential diagnoses, evaluate clinical data presented, and demonstrate the ability to succinctly present a working diagnosis, treatment/intervention plan and prognosis.

**HPPA 5203 Clinical Decision Making II (2:2:0,F)** This course is intended to expand student's knowledge base gained in the clinical medicine course series and facilitate critical thinking and clinical diagnostic skills. The student will develop differential diagnoses, evaluate clinical data presented, and demonstrate the ability to succinctly present a working diagnosis, treatment/intervention plan and prognosis.

**HPPA 5301 Clinical Laboratory (3:3:0,H)** This lecture series describes the significance, ordering and interpretation of laboratory studies routinely ordered in the clinical setting. Concepts of microbiology, including immunology and infectious disease will be examined. Case studies are incorporated into the teaching process.

**HPPA 5304 Clinical Medicine I (3:3:0,H)** The Clinical Medicine course series surveys the acute and chronic disease states frequently encountered in primary care and specialty settings in a system-based approach. Students are challenged to correlate clinical presentation, diagnostic results, epidemiology, and clinical pathophysiology in developing critical thinking and a problem-oriented approach to diagnosis, management and preventative care. Referral of patients to other healthcare providers, rehabilitative facilities, or agencies is discussed. This series discusses the genetic and molecular basis for selected diseases. Students are given the opportunity to learn and practice selected clinical procedures.

**HPPA 5306 Pharmacology I (3:3:0,F)** This lecture series introduces the actions of basic pharmacologic agents in the human. The mechanism of action, principal actions and adverse reactions of conventional classes of drugs is examined. A review of fundamental pharmacology calculations, measurements and symbols are performed.

**HPPA 5307 Pharmacology II (3:3:0,O)** This lecture series builds on Pharmacology I. The action and interaction of pharmacological agents is discussed.
Students are challenged to correlate clinical presentation, diagnostic results, epidemiology, and concepts of neurochemistry. Students are challenged to apply this knowledge towards problem-solving of scenarios and predictions regarding disease states.

HPPA 5309 Pediatrics (3:3:0,F) This course provides a strong foundational knowledge of common pediatric presentations, conditions, and disease common to the primary care pediatrics practice from neonate through adolescence. Students will learn strategies for the assessment, diagnosis, and medical management of pediatric patients, including acute, chronic, preventative care, and age-appropriate health maintenance. Students should be able to apply this integrated knowledge to medical decision-making and patient care decisions for pediatric patients.

HPPA 5313 Clinical Medicine IV (3:3:0,F) The Clinical Medicine course series surveys the acute and chronic disease states frequently encountered in primary care and specialty settings in a system-based approach. Students are challenged to correlate clinical presentation, diagnostic results, epidemiology, and clinical pathophysiology in developing critical thinking and a problem-oriented approach to diagnosis, management and preventative care. Referral of patients to other healthcare providers, rehabilitative facilities, or agencies is discussed. This series discusses the genetic and molecular basis for selected diseases. Students are given the opportunity to learn and practice selected clinical procedures.

HPPA 5392 Professional Development II (3:3:0,O) The professional development sequence of courses spans the entire didactic program curriculum and is intended to provide a foundation for clerkships and professional practice. Topics include: PA Profession issues, history of the profession, business of healthcare, concepts of public health such as: patient safety, quality improvement, and prevention of medical errors, medical ethics, risk management, rules/regulations, personal wellness and professionalism.

HPPA 5403 Clinical Medicine II (4:4:0,F) The Clinical Medicine course series surveys the acute and chronic disease states frequently encountered in primary care and specialty settings in a system-based approach. Students are challenged to correlate clinical presentation, diagnostic results, epidemiology, and clinical pathophysiology in developing critical thinking and a problem-oriented approach to diagnosis, management and preventative care. Referral of patients to other healthcare providers, rehabilitative facilities, or agencies is discussed. This series discusses the genetic and molecular basis for selected diseases. Students are given the opportunity to learn and practice selected clinical procedures.

HPPA 5406 Basic Sciences I (4:4:0,F) This course series is designed to develop an understanding of normal physiology, neuroscience, genetics, and their relation to disease states. The physiology component covers normal physiology of organ systems. The genetics component reviews the patterns of inheritance. The neuroscience component covers neuroanatomical arrangement, neurophysiology, and concepts of neurochemistry. Students are challenged to apply this knowledge towards problem-solving of scenarios and predictions regarding disease states.

HPPA 5411 Cardiology (4:3:1,F) This lecture series examines the complex disease states frequently encountered in the adult internal medicine setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing a problem oriented approach to diagnosis and treatment. The approach to problems in cardiology and EKG interpretation is explored. The course is taught utilizing a hybrid approach where traditional face-to-face lectures are delivered on-line and “hands-on” learning modules are incorporated utilizing case studies and patient simulation to enhance the learning experience and develop critical thinking skills.

HPPA 5412 Clinical Medicine III (4:3:1,F) This lecture series examines the complex Orthopedic and Rheumatology disease states frequently encountered in the primary care medicine setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. Referral of patients to other healthcare providers or agencies is discussed. The approach to problems in Orthopedic and Rheumatology disease processes include acute, chronic, continuing, rehabilitative care is explored. Case studies and patient education are incorporated into the teaching process.

HPPA 5501 Human Anatomy (5:6:10,F) This lecture/laboratory series encompasses a regional study of the gross morphological features of the human body emphasizing functional anatomy. The course lays the foundation for understanding the principles of clinical medicine.

HPPA 5502 Physical Examination I (5:3:2,F) This is a lecture/laboratory series in which the adult patient physical examination is demonstrated and practiced. Students learn and apply the techniques of a comprehensive physical examination with the proper use of diagnostic instruments. The laboratory experience utilizes students acting as patients, other simulated patients and real patients in a long term care facility.

HPPA 6203 Clinical Decision Making III (2:2:0,F) This course is intended to expand student's knowledge base gained in the clinical medicine course series and facilitate critical thinking and clinical diagnostic skills. The student will develop differential diagnoses, evaluate clinical data presented, and demonstrate the ability to succinctly present a working diagnosis, treatment/intervention plan and prognosis.

HPPA 6301 Clinical Medicine VI (3:3:0,F) The Clinical Medicine course series surveys the acute and chronic disease states frequently encountered in primary care and specialty settings in a system-based approach. Students are challenged to correlate clinical presentation, diagnostic results, epidemiology, and clinical pathophysiology in developing critical thinking and a problem-oriented approach to diagnosis, management and preventative care. Referral of patients to other healthcare providers, rehabilitative facilities, or agencies is discussed. This series discusses the genetic and molecular basis for selected diseases. Students are given the opportunity to learn and practice selected clinical procedures.

HPPA 6302 Cultural Competency for Physician Assistants (3:3:0,H) This course is intended to provide knowledge, skill and attitude competencies in cultural competence. It is intended to build on interviewing skills and will consist of a series of case discussions and readings relevant to socio-cultural factors that may affect the delivery of care to individual patients in a diverse population. Self-awareness will be emphasized as a basis on which clinicians develop the competencies necessary for current and evolving clinical practice in a variety of settings.

HPPA 6306 Medical Psychology (3:3:0,O) This lecture series analyzes acute and chronic psychiatric diseases frequently encountered in primary care clinical practice. It also explores personality development, child development, normative responses to stress, psychosomatic manifestations of illness and injury, sexuality, responses to death and dying and basic counseling techniques. Adherence to the concepts of privilege and confidentiality in communicating with patients and a commitment to the patient’s welfare is stressed.

HPPA 6404 Master Project Track (4:0:0,H) This course is taught throughout the clinical year. Students are instructed on the techniques necessary to search, interpret, and evaluation the medical literature and its application to patient care. Students prepare and submit a final paper based on their defined patient question, literature search, and appraisal of selected research studies.

HPPA 6501 Clinical Medicine V (5:4:2,F) The Clinical Medicine course series surveys the acute and chronic disease states frequently encountered in primary care and specialty settings in a system-based approach. Students are challenged to correlate clinical presentation, diagnostic results, epidemiology, and clinical pathophysiology in developing critical thinking and a problem-oriented approach to diagnosis, management and preventative care. Referral of patients to other healthcare providers, rehabilitative facilities, or agencies is discussed. This series discusses the genetic and molecular basis for selected diseases. Students are given the opportunity to learn and practice selected clinical procedures.

HPPA 6601 Family Medicine Clerkship (6:0:0,F) This clerkship provides experience with common diseases and chronic illnesses in the family practice setting. The learning experience includes the family medicine approach to direct care, initial care, comprehensive care and continuity of care. The student participates in the promotion and application of the preventive medicine and wellness maintenance techniques as an important aspect of family practice.
HPPA 6602 Internal Medicine Clerkship (6:0:0,F) This clerkship provides clinical experience with acute and chronic illnesses seen in the general internal medicine practice. This student experiences the traditional approach to the comprehensive care of adult patients to include continuity of care. Clinical experience in preventive medicine, health and wellness maintenance techniques, especially in secondary and tertiary settings, is provided.

HPPA 6603 Prenatal Care and Gynecology Clerkship (6:0:0,F) This clerkship provides clinical experience in the care of prenatal and gynecologic patients. This rotation will emphasize the examination of the female patient with focus on the most common gynecologic and prenatal problems and their diagnostic assessment, the formulation of appropriate treatment plans, the utilization of preventive medicine modalities and the evaluation and education of the gynecological and prenatal patient.

HPPA 6604 Pediatric Clerkship (6:0:0,F) The Pediatric clerkship is designed to provide PA students with experience in the specialty of pediatric medicine. This clerkship provides the opportunity for students to gain general pediatric knowledge and to apply that clinical knowledge to the development of the necessary proficiency for a PA to function in a primary care pediatric setting.

HPPA 6605 Emergency Medicine Clerkship (6:0:0,F) The Emergency Medicine clerkship will provide the PA student with experience in the emergency department with urgent and emergent medical problems and with trauma and surgical cases. It includes the emergency approach to direct initial and comprehensive care for patients in the acute care setting.

HPPA 6606 Selective Clerkship (6:0:0,F) The selective clinical clerkship provides the student with an opportunity to choose a clinical experience from the available fields of medicine offered by the program. The rotation allows the student to create an additional knowledge base and to gain clinical experience in a medical sub-specialty or core competency.

HPPA 6607 Psychiatry Clerkship (6:0:0,F) The Psychiatry clerkship provides experience with common acute and chronic psychiatric mental/behavioral health and the approach to assessment and management of mental health conditions.

HPPA 6608 Surgery Clerkship (6:0:0,F) The general surgery clerkship provides experience in the presentation and treatment of surgical management of disease and illness. This rotation allows the PA student to experience the approach to and the management of the surgical patient in the pre-operative, intra-operative, and postoperative phase of care.
The DPT program at Texas Tech University Health Sciences Center 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.capteonline.org. If needing to contact the program directly, please call 806-743-4525 or email kerry.gilbert@ttuhsc.edu.

The Physical Therapy Profession

The profession of physical therapy developed as a result of societal needs during the world wars and the poliomyelitis epidemics in the beginning of the 20th century. Physical therapists practice in a variety of settings with unprecedented levels of professional responsibility. They practice in outpatient clinics, hospitals, rehabilitation facilities, long-term care facilities, patients’ homes, schools, industrial settings, and fitness/wellness centers. Physical therapists are an integral part of the healthcare team managing a wide variety of patients across the lifespan in many different settings.

Physical Therapy is a profession aimed at restoring maximum function and functional ability to patients following injury, illness, disease, or surgery. Physical therapists develop evidence-based, patient-specific, therapeutic intervention plans to minimize or alleviate impairments, functional limitations or disabilities. These patient-specific intervention plans are formulated after a detailed physical therapy examination and evaluation. Physical therapists collaborate with a variety of other professionals through consultation, education, and research to provide patient/client services. Physical therapists also act as consultants for businesses, public and private organizations, and to their community to promote health, wellness/fitness, and illness/injury prevention. Physical therapist practice relies on the application of a well-developed body of scientific and clinical knowledge from the foundational, behavioral, clinical, and social sciences. In addition, physical therapists are investigators in basic and applied clinical research, and serve as both academic and clinical faculty members at universities.

After graduating from an accredited physical therapy professional education program, physical therapist candidates must pass a national licensure examination in order to practice physical therapy. Additional licensure requirements for physical therapists vary from state to state, according to practice acts and state regulations that govern the practice of physical therapy.

Program Description

The Texas Tech University Health Sciences Center’s Doctor of Physical Therapy (DPT) program is located within the School of Health Professions and the Department of Rehabilitation Sciences.

Increases in the professional responsibility of the physical therapist created a need for continued development of physical therapy professional educational programs across the United States. This development led to the transition of physical therapy programs from bachelor’s degree programs to master’s degree programs and finally to doctoral degree programs. The TTUHSC School of Health Professions obtained approval to award the Doctor of Physical Therapy (DPT) degree from the Texas Higher Education Coordinating Board in July of 2007.

The mission of the Doctor of Physical Therapy (DPT) program at Texas Tech University Health Sciences Center is to educate students to be autonomous, evidence-based practitioners who improve the health of people through the application of their clinical skills, collaboration with other health care professionals, and are committed to life-long learning and community service.

The three-year DPT program has two components: academic and clinical. The academic component, via classroom and laboratory experiences, includes applied foundational sciences, behavioral sciences, and clinical sciences. The clinical component consists of 36 weeks of full-time clinical experience. Clinical experiences feature inpatient and outpatient experiences and may include foundational skills, musculoskeletal, neurological and elective settings. Elective settings are designed to meet individual student interests, and may include pediatrics, sports medicine, women’s health, etc. Sites for clinical experiences are located primarily...
throughout Texas and the Southwestern United States, but may be located anywhere in the United States mainland. Students should anticipate additional costs during their clinical component of the DPT program. Students must pass a Criminal Background Check in order to participate in clinical component of the program. Many clinical education sites also require a drug screening prior to beginning the internship. Costs for criminal background checks and drug screenings are the responsibility of the student.

The TTUHSC DPT program is one program located on three campuses: Amarillo, Lubbock, and Odessa. Class sizes at all campuses are monitored to ensure optimal student/instructor ratios and to maximize comprehensive instructional and laboratory experiences. Faculty and students on all campuses communicate with each other in person, via a synchronous interactive multimedia environment, by e-mail, and by telephone. Students entering the program should possess basic computer skills, including, but not limited to the use of e-mail, accessing the internet, and the use of word processing programs.

### Essential Functions/Technical Standards

The Doctor of Physical Therapy (DPT) program at Texas Tech University Health Sciences Center (TTUHSC) is a rigorous and intense educational program that places specific professional, intellectual, physical, and social requirements and demands on its students. An objective of the TTUHSC DPT program is to prepare graduates to enter a variety of employment settings and to render care to a broad spectrum of individuals with physical and psychosocial impairments. The essential functions set forth by the DPT program establish the functional capabilities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies for entry-level practice. The ability to meet these essential functions is required for admission to the DPT program and must be maintained throughout the time a student is enrolled. These essential functions are subject to amendment based on changes in health care/physical therapy scope of practice.

Applicants to the TTUHSC DPT program will be required to verify that they understand and meet these essential functions, or that they believe that with reasonable accommodations they can meet the essential functions.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for students with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the DPT program must contact the 504 coordinator(s) in the TTUHSC Office of Student Services as soon as possible. The coordinator(s) will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and work with the program to determine reasonable accommodations.

There are two separate and distinct components in the curriculum for the DPT program: 1) didactic (classroom) component; and 2) clinical component. Accommodations in place for the didactic component may not be available during the clinical component of the curriculum.

To successfully complete the didactic and clinical portions of the TTUHSC DPT program, a student must meet the following essential functions:

1. **Observation**:
   a. Observe a patient using visual, auditory, and palpatory sensory systems as a component of providing safe and effective patient care.
      - Sufficient vision is required to perform components of patient assessment and intervention including (but not limited to) accurate review and interpretation of medical records, observation of patient behaviors and movement, patient inspection, and cadaveric dissection.
      - Sufficient auditory function is required to perform components of patient assessment and intervention including (but not limited to) accurate auscultation and interpretation of sounds from the pulmonary, cardiovascular, gastrointestinal, and musculoskeletal systems.
      - Sufficient tactile sensation is required to perform components of patient assessment and intervention including (but not limited to) accurate palpation and discernment of muscles, bones, joints, lymph nodes, and other subcutaneous or internal structures.
   b. Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.

   Note: Participation in the DPT program requires the successful completion of a gross anatomy course, which includes...
extensive hands-on dissection of human cadavers. Additionally, labs are taught in a co-educational environment, and students are required to practice observation and intervention skills on individuals of both sexes, as well as all body types and genders. In order to simulate patients for assessment and interventions, students are often required to dress in shorts and t-shirts/sports bras to allow appropriate visualization or palpation.

2. Communication:
   a. Recognize and accurately interpret verbal (oral and written) and non-verbal (facial expression, body language, etc.) communication for the provision of safe and effective patient care.
   b. Communicate professionally (orally and in writing) as required for course work and clinical placements to ensure safe and effective patient care.
   c. Communicate efficiently (orally and in writing) in order to meet academic and clinical productivity requirements in assigned tasks, patient care, and documentation.

3. Psychomotor Skills:
   a. Demonstrate sufficient strength and coordination to stabilize and/or move both oneself and patients/subjects in 3-dimensional space for activities including (but not limited to) bed mobility, transfers, locomotion, ambulation, and joint mobilizations safely and effectively.
   b. Demonstrate sufficient fine motor coordination for safe and effective hands-on patient assessments and interventions as well as for the manipulation of the environment, materials, and equipment involved in patient care.
   c. Sustain necessary physical activity level required for classroom and clinical activities during the defined workday.
   d. Demonstrate safe and effective application of knowledge and behaviors as they relate to clinically relevant motor skills.
   e. Use technology to meet requirements of coursework and clinical placements (e.g., computer skills including but not limited to internet access, word processing, and spreadsheet programs, learning management systems, and electronic health records).
   f. Access transportation for timely attendance to academic courses and clinical placements.

4. Cognition:
   a. Comprehend, integrate, analyze, and synthesize a large body of information in a reasonable period of time.
   b. Read, comprehend, record, and interpret information accurately from patient/caregiver interviews, patient records, diagnostic tests, and equipment to ensure safe and effective patient interactions.
   c. Comprehend and accurately interpret the spatial relationships of 3-dimensional structures.
   d. Demonstrate the ability and willingness to self-assess academic and clinical skill performance.

5. Social Behavioral Skills:
   a. Demonstrate respect for all persons (including respect for differences in age, sex, gender, race, nationality, religion, ethnicity, social or economic status, lifestyle, health or disability status, or learning style) during academic and clinical interactions.
   b. Develop mature, sensitive, and effective professional relationships with individuals in academic and clinical settings.
   c. Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations, including the ability to tolerate taxing workloads and to function effectively under stress.
   d. Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

Admission to the Program

The professional phase of the DPT program begins in late May each year. Applications for admissions to the DPT program are
considered on a rolling basis with one application deadline (October 1st) each year. Applicants to the physical therapy program should understand that students admitted to the program are assigned to a specific campus (Lubbock, Amarillo, or Odessa), and requests for campus transfers are not typically granted. Students who are unable or unwilling to accept assignment to a specific campus should not accept admission to the DPT program. All students attend classes during the first summer session on the Lubbock campus.

Application Process

All DPT applications are submitted through PTCAS. Please go to http://www.ttuhsc.edu/health-professions/admissions/application.aspx to access the required applications. The application must be verified by PTCAS and the TTUHSC SHP supplemental application must be complete by the application deadline, October 1st. Please note there is a lag in submitting your application to PTCAS and the application being verified. Applicants will need to plan accordingly. It is the applicant's responsibility to ensure all application materials have been received by PTCAS and the SHP Office of Admissions prior to the application deadline.

Individual applications are reviewed and interviews are scheduled for competitive applicants once all materials have been received. It is in the applicant's best interest to complete their application, including submission of transcripts, GRE scores and clinical experience documentation forms, as early as possible. Applicants who have completed all or most of their prerequisite courses at the time of application may be at an advantage during the admission process. Two letters of recommendation are required as part of the application, and should be completed by the following: one from a physical therapist who has observed the applicant during any related volunteer or paid work, and the other from a previous or present instructor, academic counselor, previous or present employers.

GPA Requirements

A minimum of a 3.0 cumulative and 3.0 prerequisite grade point averages (on a four point scale) are required for admission. Competitive GPA’s are considered in light of the strength of the applicant pool during the year of application.

GRE Requirement

Competitive GRE scores are required for admission, considering verbal, quantitative, and analytical subscale scores. Competitive GRE scores are dependent upon the strength of the application pool during the year of admission. The GRE code for the TTUHSC DPT Program is 7155.

Experience

Applicants are expected to have some experience within the profession prior to application to the program. This experience may be acquired in several ways, including volunteer work, paid employment, or observations in clinical settings. Applicants must have completed at least 100 clock hours of experience in a physical therapy setting prior to May 1 of the year of matriculation. Applicants are encouraged to gain as much experience in as many different settings (inpatient, outpatient, rehab, acute care, aquatics, wound care, etc.) as possible. Greater clock hours of experience in a variety of settings may strengthen an application.

*Applicants who meet the above listed requirements and are deemed competitive candidates for admission will be invited to TTUHSC for interviews. Applicants should understand that fulfillment of the basic requirements does not guarantee admission. The admissions committee selects the most qualified applicants from the pool of applicants interviewed considering: cumulative GPA, prerequisite GPA, GRE scores, interview scores, volunteer/work experience in physical therapy, recommendation letters, student essay, and other factors.

Prerequisite Courses

All prerequisite courses must be completed prior to matriculation. Applicants who have completed all or most of their prerequisite coursework at the time of application may be at an advantage during the admissions process. No more than 16 hours of science prerequisite courses may be in process at the time of application. A bachelor's degree is required for admission into the DPT
program. In addition, specific DPT program prerequisites are listed below and may be completed at any accredited college or university.

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry I &amp; II (for science majors, lab required)</td>
<td>8</td>
</tr>
<tr>
<td>Physics I &amp; II (for science majors, lab required)</td>
<td>8</td>
</tr>
<tr>
<td>Biology I &amp; II (for science majors, lab required)</td>
<td>8</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology (for science majors, lab required)</td>
<td>8</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours = 38

* Recommended courses: English, technical writing, speech, advanced human physiology, exercise physiology, kinesiology, biomechanics, motor control, developmental psychology.

DPT Curriculum

FIRST YEAR

**Summer Semester Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPT 8100</td>
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<tr>
<td>HPPT 8203</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8500</td>
<td>5</td>
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Total Hours = 8

**Fall Semester Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 8201 History &amp; Systems Screening</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8205 Evidence - Based Practice I</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8209 Clinical Applied Physiology</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8301 Foundational Skills &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 8303 Biomechanics</td>
<td>3</td>
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<tr>
<td>HPPT 8407 Pathophysiology</td>
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<tbody>
<tr>
<td>HPPT 8212</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8216</td>
<td>Physical Agents &amp; Modalities</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8310</td>
<td>Therapeutic Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 8314</td>
<td>Inpatient/Integumentary Physical Therapist Practice</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 8318</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 8414</td>
<td>Cardiopulmonary Physical Therapist Practice</td>
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</tr>
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**SECOND YEAR**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 8120</td>
<td>Communication &amp; Clinical Education</td>
<td>1</td>
</tr>
<tr>
<td>HPPT 8123</td>
<td>Clinical Reasoning I</td>
<td>1</td>
</tr>
<tr>
<td>HPPT 8228</td>
<td>Motor Control</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8222</td>
<td>Clinical Experience I (4 weeks)</td>
<td>2</td>
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<td></td>
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<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPPT 8231</td>
<td>Diagnostic Imaging</td>
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</tr>
<tr>
<td>HPPT 8329</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 8425</td>
<td>Musculoskeletal Physical Therapist Practice I</td>
<td>4</td>
</tr>
<tr>
<td>HPPT 8521</td>
<td>Neuromuscular Physical Therapist Practice</td>
<td>5</td>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPPT 8114</td>
<td>Evidence - Based Practice II</td>
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</tr>
<tr>
<td>HPPT 8226</td>
<td>Orthotics and Prosthetics</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>HPPT 8327</td>
<td>Health Care and Business Management</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 8422</td>
<td>Pediatric Physical Therapist Practice</td>
<td>4</td>
</tr>
<tr>
<td>HPPT 8426</td>
<td>Musculoskeletal Physical Therapist Practice II</td>
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Total Hours = 14

**THIRD YEAR**

**Summer Semester Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPPT 8142</td>
<td>Assistive &amp; Adaptive Technology</td>
<td>1</td>
</tr>
<tr>
<td>HPPT 8224</td>
<td>Clinical Reasoning II</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8240</td>
<td>Differential Diagnosis</td>
<td>2</td>
</tr>
<tr>
<td>HPPT 8246</td>
<td>Advanced Topics in Physical Therapy</td>
<td>2</td>
</tr>
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Total Hours = 7

**Fall Semester Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 8144</td>
<td>Professional Project</td>
<td>1</td>
</tr>
<tr>
<td>HPPT 8453</td>
<td>Clinical Experience II (8 weeks)</td>
<td>4</td>
</tr>
<tr>
<td>HPPT 8455</td>
<td>Clinical Experience III (8 weeks)</td>
<td>4</td>
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</tbody>
</table>

Total Hours = 9

**Spring Semester Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPT 8160</td>
<td>Graduate Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HPPT 8456</td>
<td>Clinical Experience IV (8 weeks)</td>
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</tr>
<tr>
<td>HPPT 8458</td>
<td>Clinical Experience V (8 weeks)</td>
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</table>

Total Hours = 9

Total Curriculum Hours = 100

During professional studies, students are required to adhere to all program policies and academic and behavioral guidelines as stated in the TTUHSC Student Affairs Handbook-Code of Professional and Academic Conduct and the DRS Student Handbook. Expenses incurred on/for clinical rotations (such as, but not limited to: housing, transportation, immunizations, drug screening and criminal background check) are the responsibility of the student.
Doctor of Physical Therapy (DPT) Course Descriptions

HPPT 1002 Foundations for Interprofessional Collaborative Practice (0:0:0:O) An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

HPPT 8100 Professional Development (1:2:0:F) This course introduces future clinicians to the concepts of professionalism, professional associations, and leadership as they relate to the practice of physical therapy. Additional emphasis will be on the core documents which guide the profession of physical therapy, principles which govern ethical decisions, and ethical issues related to health care providers.

HPPT 8114 Evidence-Based Practice 2 (1:0:0:F) This course prepares students to critically appraise peer-reviewed scientific literature and apply evidence to physical therapist practice. The primary goal of the course is for students to become confident consumers of scientific literature.

HPPT 8120 Communication and Clinical Education (1:3:0:F) This course is designed to improve the students’ communication through written, verbal and nonverbal forms, enhance professional behaviors and address issues concerning clinical education. Topics discussed are related to documentation styles, teaching and learning, components of respectful interaction with cultural and generational differences, difficult patients and various age groups. Professional behaviors as they relate to the generic abilities and clinical education will also be addressed, along with using the PT MACS on clinical internships.

HPPT 8123 Clinical Reasoning I (1:2:3:F) This course explores the nature of clinical reasoning in the profession of physical therapy and provides strategies to assist students as they develop their reasoning expertise. Activities in this course sharpen clinical problem-solving strategies used in the context of minimally to moderately complex clinical cases. Knowledge and skills from the curriculum taught to this point will be incorporated. The didactic portion of the course will encourage comprehensive content review through the first academic year of the curriculum. The laboratory portion of the course places an emphasis on case-based competency, problem solving, and patient management. The clinical reasoning process is emphasized through the use of case studies and the application of current practice paradigms within the students’ educational exposure.

HPPT 8142 Assistive & Adaptive Technology (1:2:0:F) This course provides a detailed study of assistive technology including manual and powered mobility, standers, gait trainers and technologies that aid manipulation of objects. In addition, current technologies to assess and document architectural barriers will be addressed, including, but not limited to: environmental controls, augmentative communication, and transportation.

HPPT 8144 Professional Project (1:0:0:O) This course applies skills learned in previous evidence-based practice courses, specifically, critically appraising peer-reviewed scientific literature and applying evidence to physical therapy practice. While on clinical internships, students will integrate evidence-based practice into their clinical experience by developing patient-specific, critically-appraised topics (CAT), best available scientific evidence to direct patient care.

HPPT 8160 Graduate Seminar (1:0:0:F) This integrative capstone seminar course format is designed to prepare graduates for the licensure examination and entering the work force. Learning method includes online supplementary review and seminar format.

HPPT 8201 History and Systems Screening (2:1:3:F) This course introduces the history taking and screening skills necessary for the physical therapist to make informed decisions related to patient referral and physical therapy diagnosis vital to a primary care environment. Emphasis is placed on the importance of properly collecting information during the patient interview/chart review as well as appropriate physical screening tests as they relate to the musculoskeletal, neuromuscular, integumentary, cardiopulmonary, and cognitive systems. Lab activities include various history taking activities along with detailed systems review including, but not limited to vital signs and upper and lower quadrant screening. Knowledge gained in this course will assist the physical therapist in clinical decision making as to when to treat a patient and when to refer patients to another healthcare professional.

HPPT 8203 Functional Anatomy (2:2:3:F) This course examines anatomical structure within the context of normal function. Emphasis is placed on joint orientation and description of normal osteokinematic and arthrokineematic components of movement of the upper extremity, lower extremity and spine. Laboratory experiences are designed to promote accurate surface anatomy palpation, visualization of kinematic motion, and recognition of abnormal motion.

HPPT 8205 Evidence-Based Practice 1 (2:2:0:F) This course prepares students to develop the knowledge and skills needed for evidence-based physical therapist practice. Students will obtain requisite knowledge about the research process, including the general features of research designs commonly used in pre-clinical and clinical studies. The fundamental concepts of descriptive and inferential statistics will be explored. Students will learn to apply evidence to clinical practice by integrating evidence, patient values, and clinical experience. Specifically, students will be able to perform all steps involved in evidence-based practice: pose a question based on a patient problem, search the literature for evidence, critically appraise the evidence for validity and reliability, and determine whether the evidence is applicable to clinical practice.

HPPT 8209 Clinical Applied Physiology (2:2:0:H) This course is designed to provide students an understanding of basic exercise physiology with a focus on the acute physiological responses and adaptive changes to exercise across systems, between genders, and over the lifespan. Students will develop their understanding of the body’s ability to perform physical work, adapt to stressful situations, and improve its physiological capacities for health and exercise performance.

HPPT 8212 Pharmacology (2:2:0:O) This course provides a survey of pharmacology and covers key concepts related to the cellular actions, therapeutic uses, and side effects of major drug classes used in humans. Basic principles of pharmacology are addressed with focus on the mechanisms of action of classes of drugs and effects of specific drugs on the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems. Basic principles of pharmacology and their relation with pathophysiology are addressed with focus on and relevant applications to the practice of Physical Therapy.

HPPT 8216 Physical Agents and Modalities (2:1:3:F) This course presents material that allows development of clinical skills fundamental to patient management for the Physical Therapist. Course content includes theory, scientific principles, and clinical applications associated with a Physical Therapy evaluation, assessment, and intervention with physical agents and modalities. This course emphasizes instruction in physical agents and modalities available to the practicing Physical Therapist. These will include: electrophysiology, thermal agents, laser, application of traction, electromyographic (EMG) biofeedback, biomedical compression, alternative and palliative care, soft tissue modalities, and the practical usage of each agent or modality. Both classroom and laboratory learning will be included.

HPPT 8222 Clinical Experience 1 (2:0:0:F) Four weeks of full-time clinical experience (approximately 160 hours) in a Physical Therapy practice setting. During Clinical Experience 1, the student has the opportunity to integrate patient evaluation and management skills in a clinical setting to develop entry-level competencies for entry-level Physical Therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS).

HPPT 8224 Clinical Reasoning 2 (2:2:3:F) This course explores the nature of clinical reasoning in the profession of physical therapy and provides strategies to assist students as they develop their reasoning expertise. Activities in this course sharpen clinical problem-solving strategies used in the context of minimally to moderately complex clinical cases. Knowledge and skills from the curriculum taught to this point will be incorporated, emphasizing clinical courses in the curriculum: inpatient/integumentary, cardiopulmonary, musculoskeletal, pediatrics and neuromuscular physical therapist practice. The didactic portion of the course will encourage comprehensive content review through the first and second years of the curriculum in preparation for the licensure examination. The laboratory portion of the course places an emphasis on case-based competency, problem solving, and patient management. The clinical reasoning process is emphasized through the use of case studies and the application of current practice paradigms within the students’ educational exposure.

HPPT 8226 Orthotics and Prosthetics (2:2:0:F) This course focuses on orthotic and prosthetic prescription and training based on patient assessment, the materials and designs of devices, and the expected functional outcome of use of the device. Topics include patient evaluation with emphasis on gait
HPPT 8228 Motor Control (2:5:0,F)
This course examines the principles and theories of motor control, motor learning, and motor development as related to normal motor performance and function. The topics include patient evaluation and management as related to postural control, motor skill acquisition, motor control precision, and motor control sequences.

HPPT 8231 Diagnostic Imaging (2:2:0,F)
This course examines the basic science underlying multiple imaging modalities (x-rays, CT, MRI, Nuclear Medicine, Ultrasound, etc.), how each of these differ, and why each is useful for diagnosing certain types of conditions. This course will also introduce evaluation of radiographic studies, in a systematic fashion, in order to correlate the image findings with evidence-based, clinical information. The course will emphasize the anatomy of the components of the musculoskeletal, nervous, and cardiopulmonary systems as it appears on the various imaging modalities. In addition, fracture terminology and the radiographic appearance of common fractures will be covered. The role of the physical therapist both in suggesting imaging studies for their patients and communicating with the radiologist will be a focus.

HPPT 8240 Differential Diagnosis (2:2:3:F)
This course examines the differential diagnosis of conditions that may require referral to or examination by a physician or other health care provider. Incorporation of basic to complex case studies from a variety of physical therapy practice settings, trains the student to properly screen for medical disease and to make an informed physical therapy diagnosis. Students will be required to draw upon their comprehensive knowledge of all body systems to distinguish musculoskeletal and neuromuscular pathology from systemic conditions involving medical pathology.

HPPT 8246 Advanced Topics in Physical Therapy (2:4:0,F)
This course includes selected advanced topics of interest to the profession of physical therapy. Topics may include, but are not limited to: health and wellness promotion, women’s physical therapy, ergonomics, alternative therapies, and biopsychosocial pain patterns. Additional topics of interest may be presented.

HPPT 8301 Foundational Skills and Assessment (3:2:3:F)
This course presents foundational tests and measures necessary for the physical therapy examination. Using didactic lecture and clinical laboratory practice, foundational physical therapy skills and assessments are covered including but not limited to: goniometry, manual muscle testing, postural assessment, balance assessment, gait assessment as it relates to gait training, use of assistive devices, transfer training, and general positioning and draping.

HPPT 8303 Biomechanics (3:3:0,H)
This course provides students with a fundamental understanding of the biomechanics of the musculoskeletal system and integrated human movement with clinically relevant applications.

HPPT 8310 Therapeutic Exercise (3:2:3,F)
This course provides students with the psychomotor skills and reasoning tools necessary to create and implement a plan of care incorporating therapeutic exercise based interventions across the continuum of physical therapy practice. The major therapeutic exercise domains explored include flexibility training, resistance training, cardio-respiratory/aerobic training, relaxation, aquatic exercise, proprioceptive neuromuscular facilitation, balance, coordination, stabilization training and return to function.

HPPT 8314 Inpatient/Integumentary Physical Therapist Practice (3:2:3,F)
This course presents material essential to a physical therapist’s role in patient/client management in the inpatient setting (i.e., general medicine, surgical practice, acute care, ICU, and post-acute care rehabilitation placements), and the wound care/burn care setting. Utilizing didactic lecture and clinical laboratory practice, material associated with the five elements of the patient/client management framework by the physical therapist are acquired. These elements include the examination, evaluation of examination results, diagnosis, establishing a prognosis, and instituting appropriate interventions. Specific attention will be given to assessments and interventions within the inpatient/acute care setting and wound care/burn care.

HPPT 8318 Neuroscience (3:3:0,F)
This course provides students with a fundamental understanding of the functions and pathologies of the central nervous system (CNS) as a basic science course in the neurorehabilitation curriculum. The emphasis will be on “systems-level neuroanatomy,” i.e., functional neuroanatomy (e.g., motor and sensory pathways) and regional neuroanatomy (e.g., organization of spinal cord, brainstem, cerebral cortex, etc.). In addition, information processing by neurons will be addressed by coverage of axon physiology, synaptic neurotransmission and plasticity. The course will first survey the anatomical organization of the CNS, then sensory and motor functions of the CNS, and finish with a description of a number of neurological disorders that have clinical relevance to Physical Therapists.

HPPT 8327 Healthcare and Business Management (3:3:0,F)
This course examines healthcare business principles and concepts for the entry-level physical therapist in a clinical setting. Business principles, healthcare regulation, and compliance are applied to a range of clinical settings and organizational structures. The topics include business processes common to all business entities with an emphasis on the unique aspects of healthcare delivery, compliance, payment and daily operational tasks.

HPPT 8329 Human Development (3:3:0,F)
This course examines human growth and development issues across the lifespan and theories relevant to the practice of physical therapy. The course focuses on typical development from conception to senescence within the physical, cognitive, social, and emotional domains.

HPPT 8407 Pathophysiology (4:4:0,H)
This course provides a survey of clinical pathophysiology and covers key concepts related to the function and biological control of cells, tissues, organs, and body systems as well as structural and functional changes in cells, tissues and organs that underlie human disease. Basic principles of pathophysiology are addressed with focus on the cause, development, progress, and consequences of diseases related to the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal and other body systems.

HPPT 8414 Cardiopulmonary Physical Therapist Practice (4:3:3,F)
This course examines primary and secondary cardiopulmonary impairments that limit patient outcomes in various settings including, intensive care units, long term care facilities, outpatient settings, school settings, and home health care. Emphasis is placed on the components of physical therapy practice - screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and evaluation of outcomes. The integration of other health care professionals into patient care will be discussed. Application of the following concepts is included: communication, individual and cultural differences, professional behavior, critical inquiry and clinical decision making, patient and caregiver education, pharmacologic management, and management of health care delivery.

HPPT 8422 Pediatric Physical Therapist Practice (4:3:3,F)
This course focuses on physical therapist examination, evaluation, interventions, and expected outcomes for pediatric patients with musculoskeletal, neuromuscular, cardiopulmonary, or general medical impairments and functional limitations. The course includes discussion of physical therapist practice in specialized settings such as neonatal intensive care, early childhood intervention programs, and public schools.

HPPT 8425 Musculoskeletal Physical Therapist Practice 1 (4:3:3,F)
This course provides an in-depth study of the principles of orthopedic/musculoskeletal examination, evaluation, and intervention, and incorporates a detailed working knowledge of pathologic anatomy as it relates to functional limitation and movement dysfunction. This course provides the foundation for orthopedic intervention through the use of modalities, physical agents, joint mobilization/manipulation, and therapeutic exercise, as well as functional and post-surgical rehabilitation principles.

HPPT 8426 Musculoskeletal Physical Therapist Practice II (4:3:3,F)
This course provides an in-depth study of the principles of orthopedic/musculoskeletal examination, evaluation, and intervention, and incorporates a detailed working knowledge of pathologic anatomy as it relates to functional limitation and movement dysfunction. This course provides the foundation for orthopedic intervention through the use of modalities, physical agents, joint mobilization/manipulation, and therapeutic exercise, as well as functional and post-surgical rehabilitation principles.

HPPT 8453 Clinical Experience 2 (4:0:0,F)
Eight weeks of full-time clinical experience (approximately 320 hours) in a predetermined specific PT clinical setting. The student has the opportunity to integrate patient management and evaluation skills and to develop entry-level and advanced competencies for
entry-level physical therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS).

**HPPT 8455 Clinical Experience 3 (4:0:0,F)** Eight weeks of full-time clinical experience (approximately 320 hours) in a predetermined specific PT clinical setting. The student has the opportunity to integrate patient management and evaluation skills and to develop entry-level and advanced competencies for entry-level physical therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS).

**HPPT 8456 Clinical Experience 4 Clinical Experience 4 (4:0:0,F)** Eight weeks of full-time clinical experience (approximately 320 hours) in a predetermined specific PT clinical setting. The student has the opportunity to integrate patient management and evaluation skills and to develop entry-level and advanced competencies for entry-level physical therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS).

**HPPT 8458 Clinical Experience 5 Clinical Experience 5 (4:0:0,F)** Eight weeks of full-time clinical experience (approximately 320 hours) in a predetermined specific PT clinical setting. The student has the opportunity to integrate patient management and evaluation skills and to develop entry-level and advanced competencies for entry-level physical therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS).

**HPPT 8500 Gross Anatomy (5:6:10,F)** An integrated study of gross human anatomy embodying gross morphology and coordinating with developmental and histological aspects of the body. Included is regional dissection with emphasis on the musculoskeletal, nervous, circulatory and respiratory systems.

**HPPT 8521 Neuromuscular Physical Therapist Practice (5:4:3,F)** This course examines the pathology, medical diagnosis process, and medical and surgical interventions of neuromuscular conditions in adults that are commonly seen by Physical Therapists. It focuses on Physical Therapy examination, evaluation, and intervention for adult clients with neurological disorders based on current research, evidence, and practice guidelines.
Transitional Doctor of Physical Therapy (tDPT)

The Commission on Accreditation in Physical Therapy Education (CAPTE) does not offer accreditation for post-professional programs in physical therapy, such as the transitional-DPT.

Program Description

The Transitional Doctor of Physical Therapy is a clinical doctoral degree designed for licensed physical therapists seeking to advance their knowledge, skills, and behaviors to a level consistent with the current professional entry-level Doctor of Physical Therapy (DPT) standards. It is designed for experienced physical therapists who wish to augment their current knowledge and skills in order to keep up with changing expectations of the profession. The Transitional DPT differs from an advanced post-professional degree in that it does not reflect the acquisition of advanced or specialized clinical skills, but rather it reflects the augmentation in the physical therapy professions body of knowledge and state of practice.

The TTUHSC post-professional transitional Doctor of Physical Therapy program is phasing out its curriculum, to end in May 2021. Applications for admission are not being accepted at this time.

tDPT Curriculum

Students with a master's degree in physical therapy are required to complete 27 semester credit hours. Students with a bachelor's degree in physical therapy are required to complete 33 semester credit hours. All students are required to take the 7 core (required) courses. Students with a master’s degree in physical therapy choose 2 electives and students with a bachelor’s degree in physical therapy choose 4 electives. All courses are taught online. Most courses will be taught at least once per year. Students are required to successfully complete at least two courses within each academic year. While each student’s curriculum is flexible, it is expected that course work requirements for the Transitional DPT degree be completed within five years. Each student will design a degree plan on admission to the program in conjunction with the Program Director. All students are required to develop a Graduate Portfolio in their final semester. The portfolio will consist of a collection of works completed throughout the program and will be compiled in conjunction with a written reflection highlighting student learning and application to clinical practice.

Core Courses

- HPPT 8361 Professional Development
- HPPT 8362 Health and Wellness Promotion
- HPPT 8363 Screening and Differential Diagnosis
- HPPT 8364 Diagnostic Imaging
- HPPT 8365 Evidence-Based Practice
- HPPT 8366 Clinical Application of Pharmacology
- HPPT 8367 Business Concepts for Physical Therapists

Electives
tDPT/ScD in PT Coordinated Curriculum

The Transitional Doctor of Physical Therapy (tDPT) and Doctor of Science in Physical Therapy (ScD) programs have designed a pathway to earning both degrees. The purpose of the coordinated tDPT-ScD curricula is:

- To advance the knowledge, skills and behaviors of the BSPT and MPT professional to a level consistent with the current professional (entry-level) Doctor of Physical Therapy (DPT) standards;
- To allow the BSPT and MPT professional the opportunity to coordinate curricula that would permit the earning of credit hours in the tDPT program that would also meet some of the academic credit hour requirements in the ScD in PT (ScD) degree.

BSPT Students

BSPT students entering the tDPT program are required to take 7 core courses and 4 electives for a total of 33 credit hours (3 credit hours per course).

1. The student needs to apply and be accepted to both the tDPT and ScD programs; acceptance into the programs can occur in different semesters.

2. The student must complete the 7 tDPT core courses. It is recommended that Diagnostic Imaging (HPPT 8364) and Screening and Differential Diagnosis (HPPT 8363) be taken in the tDPT curriculum. These 6 SCH can then be applied toward the required ScD credit hours. The student may choose to take Radiological Anatomy (HPPT 6317) and/or Orthopedic Physical Therapy Screening (HPPT 6404) in the ScD program to fulfill tDPT courses HPPT 8364 and/or HPPT 8363. The student should recognize that there will be a required contact session (2-3 days duration) at the Lubbock campus for both of these ScD courses, the student will be responsible for the expenses associated with the travel.

3. The students must complete 4 tDPT elective courses with the option of enrolling in 2 ScD courses (see list below) that can be taken in place of 2 (of the 4) tDPT electives. These 6 SCH can then be applied towards the required ScD credit hours. The remaining 2 tDPT electives will be chosen from tDPT courses. Eligible ScD courses include:

   - HPPT 6321 Advanced Musculoskeletal Management for the Shoulder Complex
   - HPPT 6322 Advanced Musculoskeletal Management for the Elbow and Forearm
   - HPPT 6323 Advanced Musculoskeletal Management for the Wrist and Hand
   - HPPT 6324 Advanced Musculoskeletal Management for the Hip Complex
   - HPPT 6325 Advanced Musculoskeletal Management for the Knee Complex
   - HPPT 6326 Advanced Musculoskeletal Management for the Ankle and Foot
   - HPPT 6327 Advanced Musculoskeletal Management for the Upper Cervical Spine
   - HPPT 6328 Advanced Musculoskeletal Management for the Lower Cervical Spine
   - HPPT 6329 Advanced Musculoskeletal Management for the CTJ and TOS
   - HPPT 6330 Advanced Musculoskeletal Management for the Thoracic Spine and Ribs
   - HPPT 6331 Advanced Musculoskeletal Management for the Acute Lumbosacral Pain
   - HPPT 6332 Advanced Musculoskeletal Management for the Recurrent and Chronic Lumbosacral Pain
   - HPPT 6303 Basic and Applied Science in Orthopaedics
There is a need for students with a BSPT degree who are enrolled in both tDPT and ScD programs to take the following into account: (i) tDPT courses do not have contact sessions – students enrolling in an ScD course should understand that they will need to attend the associated contact session, and (ii) upon successful completion of the tDPT curriculum, the student will graduate with their DPT degree and will be eligible for the ScD program curriculum requirements that apply to DPT graduates.

**MPT Students**

MPT students entering the tDPT program are required to take 7 core courses and 2 electives for a total of 27 credit hours (3 credit hours per course).

1. The student needs to apply and be accepted to both the tDPT and ScD programs; acceptance into the programs can occur in different semesters.

2. The student must complete the 7 tDPT core courses. It is recommended that Diagnostic Imaging (HPPT 8364) and Screening and Differential Diagnosis (HPPT 8363) be taken in the tDPT curriculum. These 6 SCH can then be applied toward the required ScD credit hours. The student may choose to take Radiological Anatomy (HPPT 6317) and/or Orthopedic Physical Therapy Screening (HPPT 6404) in the ScD program to fulfill tDPT courses HPPT 8364 and/or HPPT 8363. The student should recognize that there will be a required contact session (2-3 days duration) at the Lubbock campus for both of these ScD courses; the student will be responsible for the expenses associated with the travel.

3. The students must complete 2 tDPT elective courses with the option of enrolling in 2 ScD courses (see list below) that can be taken in place of their tDPT electives. These 6 SCH can then be applied towards the required ScD credit hours. Eligible ScD courses include:
   - HPPT 6321 Advanced Musculoskeletal Management for the Shoulder Complex
   - HPPT 6322 Advanced Musculoskeletal Management for the Elbow and Forearm
   - HPPT 6323 Advanced Musculoskeletal Management for the Wrist and Hand
   - HPPT 6324 Advanced Musculoskeletal Management for the Hip Complex
   - HPPT 6325 Advanced Musculoskeletal Management for the Knee Complex
   - HPPT 6326 Advanced Musculoskeletal Management for the Ankle and Foot
   - HPPT 6327 Advanced Musculoskeletal Management for the Upper Cervical Spine
   - HPPT 6328 Advanced Musculoskeletal Management for the Lower Cervical Spine
   - HPPT 6329 Advanced Musculoskeletal Management for the CTJ and TOS
   - HPPT 6330 Advanced Musculoskeletal Management for the Thoracic Spine and Ribs
   - HPPT 6331 Advanced Musculoskeletal Management for the Acute Lumbosacral Pain
   - HPPT 6332 Advanced Musculoskeletal Management for the Recurrent and Chronic Lumbosacral Pain
   - HPPT 6303 Basic and Applied Science in Orthopaedics
   - HPPT 6305 Updates in Orthopedic Surgical Management
   - HPPT 6311 Clinical Studies in Anatomy
   - HPPT 6312 Neuroscience of Pain
   - HPPT 6313 Biomechanics in Orthopaedics
   - HPPT 6314 Motor Control in Orthopedic Physical Therapy
   - HPPT 7301 Seminar in Clinical Research Design
   - HPPT 7305 Curriculum Design and Teaching in Health Professions
There is a need for students with a MPT degree who are enrolled in both tDPT and ScD programs to take the following into account:
(i) tDPT courses do not have contact sessions – students enrolling in an ScD course should understand that they will need to attend the associated contact session, and (ii) upon successful completion of the tDPT curriculum, the student will graduate with their DPT degree and will be eligible for the ScD program curriculum requirements that apply to DPT graduates.

Transitional Doctor of Physical Therapy (tDPT) Course Descriptions

HPPT 8361 Professional Development (3:4:0,O) This course focuses on the professional role and responsibility of the physical therapist at a doctoral level. Students will analyze professional core values and their own professional development as a DPT. There will be a focus on the application of ethical analysis and decision-making as physical therapists become an entry-point into healthcare for patients and clients.

HPPT 8362 Health and Wellness Promotion (3:4:0,O) This course focuses on the theories and practice of health promotion and wellness and is designed to assist students in acquiring the knowledge, skills, and tools they need to successfully integrate health promotion and wellness into physical therapy practice. Students will complete health promotion and wellness modules on topics such as: health promotion in physical therapy practice; individual and societal determinants of health and wellness; theories of behavior change; techniques for patient education and counseling in the areas of lifestyle change, physical activity, nutrition, and weight management. A major focus is on learning to use behavior modification techniques to help motivate and support lifestyle changes, improve health, and prevent disease. As part of this course, students will research and develop a health promotion intervention that can be delivered in their physical therapy practice setting.

HPPT 8363 Screening and Differential Diagnosis (3:4:0,O) This course provides education in screening and differential diagnosis of conditions that may require referral to or examination by a physician. This course will educate the student about proper screening for medical disease to make an informed physical therapy diagnosis. Students will be required to draw upon their comprehensive knowledge of all body systems to distinguish musculoskeletal and neuromuscular pathology from systemic conditions involving medical pathology which would require a referral to a different healthcare practitioner.

HPPT 8364 Diagnostic Imaging (3:4:0,O) This course will cover the basic science behind multiple imaging modalities (x-rays, MRI, CT, arthrograms, USI, PET scans, etc), advantages and disadvantages of each intervention, and referral for imaging services or consultation. Anatomy of bone, joint, cartilage, soft tissue, and CNS structure for the appropriate imaging devices will be discussed by joint region along with clinical reasoning algorithms for assistance with imaging selection and interpretation. Special features and views will be discussed as applicable for each imaging device.

HPPT 8365 Evidence-Based Practice (3:4:0,O) This course will prepare the student to develop the knowledge and skills needed for evidence-based physical therapist practice. Students will learn to apply evidence to clinical practice by integrating evidence, patient values, and clinical experience. Specifically, students will be able to perform all steps involved in evidence-based practice: pose a question based on a patient problem, search the literature for evidence, critically appraise the evidence for validity and reliability, and determine if the evidence is applicable to clinical practice. The main goal of the course is for students to become consumers of scientific literature.

HPPT 8366 Clinical Application of Pharmacology (3:4:0,O) This course provides a survey of pharmacology and covers key concepts related to the cellular actions, therapeutic uses, and side effects of major drug classes used in the management of disease. Basic principles of pharmacology are addressed with focus on the mechanisms of action of classes of drugs and effects of specific drugs on the major systems of the body (nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems). The pathophysiology of disease is also reviewed. The major focus of this course is on the relevant applications of pharmacotherapy to physical therapy clinical practice and patient management.

HPPT 8367 Business Concepts for Physical Therapists (3:4:0,O) This course focuses on the issues faced by physical therapy administration within the current healthcare industry. Topics include business analysis, human resources, marketing, legislation, reimbursement models, ethical issues, compliance, and advocacy as components of a strategic planning process.

HPPT 8371 Musculoskeletal PT Practice (3:4:0,O) This course surveys evidence-based physical therapy examination, evaluation, and interventions for patients with musculoskeletal pathologies and impairments. The student will apply clinical decision making and clinical practice guidelines. The course includes an overview of current intervention philosophies.

HPPT 8372 Neuromuscular Physical Therapy Practice (3:4:0,O) This course surveys evidence-based physical therapy examination, evaluation, and interventions for patients with neuromuscular pathologies and impairments. The student will apply clinical decision making and clinical practice guidelines. The course includes an overview of current intervention philosophies to enhance neuromasticity.

HPPT 8373 Pediatric Physical Therapy Practice (3:4:0,O) This course surveys evidence-based physical therapy examination, evaluation, and interventions for pediatric clients with musculoskeletal and neuromuscular conditions. The student will apply clinical decision making and clinical practice guidelines in different environments of care.

HPPT 8374 Women’s Physical Therapy Practice (3:4:0,O) This course survey’s evidence-based physical therapy examination, evaluation, and interventions for conditions specific to women from adolescence to old age. The student will apply clinical decision making and clinical practice guidelines. The course includes an overview of current intervention philosophies.

HPPT 8375 Integumentary Physical Therapy Practice (3:4:0,O) This course surveys evidence-based physical therapy examination, evaluation, and interventions for patients with integumentary pathologies. The student will apply clinical decision making and clinical practice guidelines. The course includes an overview of current intervention philosophies.

HPPT 8376 Geriatric Physical Therapy Practice (3:4:0,O) This course provides an in-depth approach to exploring the physiologic, pathologic, and sociocultural changes in musculoskeletal, neurological, integumentary, cardiopulmonary and metabolic systems that occur with aging. Emphasis is placed on application of evidence-based physical therapy assessment and intervention in the geriatric practice setting.

HPPT 8377 Assistive Technology (3:4:0,O) This course surveys evidence-based patient management using assistive and adaptive devices and rehabilitation technology across the lifespan. Information specific to mobility devices (manual and power wheelchairs), standers, gait trainers, environmental control units, and assistive and augmentative communication are emphasized. In addition, current technologies to assess and document architectural barriers will be addressed. The student will apply clinical decision making relative to current and emerging technologies in physical therapy patient
This course incorporates an integrated study of human anatomy within the context of clinical practice. Focus is given to the general review of human anatomy for the clinician, but is expanded to include the application of clinical anatomy knowledge as a foundation for physical therapy practice. The course includes prosecution review videos to enhance the anatomical overview of the upper extremity, lower extremity, spine, and major body systems.
Doctor of Science in Physical Therapy (ScD)

Program Description

The mission for the Doctor of Science (ScD) Program in Physical Therapy is to provide advanced post-professional education to practicing physical therapists in Texas and nationwide. There is a strong need for advanced clinical mastery in Physical Therapy, based on unique decisions and functions of practicing physical therapists. The ScD program will provide practitioners with the opportunity to develop the advanced knowledge base, clinical skills, and professional competencies needed for state-of-the-art evaluation and treatment of their patients, as well as the successful management of clinical services located in isolated practice settings. The ScD program will provide clinicians a means to develop into highly skilled participants in clinical education and research, thus contributing to the growth and development of evidence-based practice within the profession.

There is a knowledge revolution found in Physical Therapy literature, advancing the boundaries of clinical science, technology, and therapeutic insight. This advancement has created potential for excellence in clinical evaluation, management and research skills. The ScD program will prepare licensed therapists to develop the needed competencies in advanced Physical Therapy diagnosis and therapeutic interventions required in the isolated practice settings. The clinical doctorate is a logical means for therapists to achieve needed levels of expertise and specialization with the aim to increase the level of sophistication, efficiency, efficacy, and clinical outcomes in physical therapy practice. This clinical expertise will equip the ScD practitioner with the advanced skill set that is increasingly essential for successful practice. This advanced level of information, skills, competencies and critical thinking requires the rigorous, formalized study that is not available in an entry level program or post-graduate continuing education.

The ScD program emphasizes orthopedic Physical Therapy in response to the great number of orthopedic afflictions suffered by patients. Over 80% of all patients seeking Physical Therapy services suffer from orthopedic afflictions. Thus, this program will provide concentrated study at the applied doctoral level in the clinical science areas of orthopedic Physical Therapy practice.

Admission to the Program

Applications will be considered for Summer or Fall enrollment. The deadline for the Summer semester is March 15. The deadline for the Fall semester is June 1.

Application Process

The following requirements will be considered for admission into the program:

- A Bachelor’s, Master’s, or Doctorate (DPT) professional degree in Physical Therapy
- At least one year of clinical experience
- Current engagement in practice as a Physical Therapist
- All official college/university transcripts
- Acceptable grade point average
- Two supporting letters of reference: one from an employer or former university educator and one from a colleague in the health professions.
- Applicants must complete and submit the online application. Applicants should understand that fulfillment of the basic
ScD Curriculum

The following courses are offered at least once every two years. Sc.D. students with a Bachelor’s degree are required to successfully complete a minimum of 70 hours from the following curriculum. Students with a Master’s degree are required to successfully complete a minimum of 48 semester hours. Students with a DPT are required to successfully complete a minimum of 36-48 hours, depending on their previous DPT coursework. Each DPT applicant’s transcript is considered on a case-by-case basis and final required hours are determined by the admissions committee who will evaluate if any DPT courses will substitute for a ScD course. Requirements within each course section for DPT, Master’s or Bachelor’s graduates are provided below. Students will select either the Teaching or Research Track early in their curriculum. While each student’s curriculum schedule is flexible, students are expected to finish the program within seven years.

Clinical Coursework

DPT & Master’s graduates are required to successfully complete 6 courses. B.S.P.T graduates are required to successfully complete 10 courses.

Each of these courses will include equal amounts of online work (including lecture, discussion and problem solving) on the ScD website and face-to-face lab coursework at the contact session (lecture, discussion, clinical laboratory, and practice) that will be conducted over an extended weekend. In addition to the outside reading that will be assigned to the students, they will participate in online interactive work (threaded discussions) that complements the other course experiences. These sessions will provide discussions and interactions concerning related basic and applied science topics that are linked to the course material.

<table>
<thead>
<tr>
<th>Extremity Topic Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPT 6321 Advanced Musculoskeletal Management for the Shoulder Complex</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6322 Advanced Musculoskeletal Management for Elbow and Forearm</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6323 Advanced Musculoskeletal Management for the Wrist and Hand</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6324 Advanced Musculoskeletal Management for the Hip Complex</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6325 Advanced Musculoskeletal Management for the Knee Complex</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6326 Advanced Musculoskeletal Management for the Ankle and Foot</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6336 Advanced Musculoskeletal Management for the Elbow/Forearm, Wrist, and Thumb Complex</td>
<td>3</td>
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</table>

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<thead>
<tr>
<th>Spine Topic Courses</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 6327 Advanced Musculoskeletal Management for the Upper Cervical Spine</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6328 Advanced Musculoskeletal Management for the Lower Cervical Spine</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6329 Advanced Musculoskeletal Management for CTJ and TOS</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6330 Advanced Musculoskeletal Management for the Thoracic Spine and Ribs</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6331 Advanced Musculoskeletal Management for Acute Lumbosacral Pain</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6332 Advanced Musculoskeletal Management for Recurrent and Chronic Lumbosacral Pain</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6333 Advanced Musculoskeletal Management for the Cervical Spine</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6334 Advanced Musculoskeletal Mgmt. for the Thoracic Spine, Ribs, &amp; Thoracic Outlet Syndrome</td>
<td>3</td>
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</table>

Advanced Soft Tissue Management Courses
### Core Coursework

D.P.T., Master's, and B.S.P.T. graduates are required to successfully complete all.

The total core coursework (9 semester hours for all students) will include systems screening, imaging content and skills that are necessary for advanced contemporary Physical Therapy practice. Class attendance will be accomplished in two different ways: (1) web-supported learning; (2) traditional classroom or laboratory setting over long weekends.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 6304  Medical Screening for Rehabilitation Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6317  Radiological Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6314  Motor Control in Rehabilitation Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Coursework

D.P.T. & Master's graduates complete 3 courses and B.S.P.T. graduates complete 6 courses.

The total elective coursework (9 semester hours for the DPT and Master’s graduate and 18 hours for the BSPT graduate) will include basic and applied sciences related to orthopedic medicine, clinical science and physical therapy management. Class attendance will be accomplished in two different ways (1) web supported learning; (2) traditional classroom or laboratory setting over long weekends.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 6303  Basic &amp; Applied Science in Orthopaedics</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6305  Updates in Orthopedic Surgical Management</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6310  Performance Enhancement and Resiliency</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6311  Clinical Studies in Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6312  Neuroscience of Pain</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6313  Biomechanics in Orthopedic Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 6319  Contemporary Topics in Autonomous Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Student evaluation for each didactic course will depend on the course. For many of the long week-end courses, the students will be
Teaching Track
This track emphasizes the theories, skills and tools required for effective teaching in Physical Therapy. Students' clinical dissertations will emphasize the development, implementation and evaluation of a course or course component with other health professionals, patients, or the general public.

EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 7304 Educational Evaluation in Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 7305 Curriculum Design and Teaching in Health Professions</td>
<td>3</td>
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</table>

CLINICAL DISSERTATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 7000-02 Clinical Dissertation Project 1-3</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 7104 Clinical Dissertation Project Presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

Research Track
This track emphasizes the theories, skills, and tools required for effective research in Physical Therapy. Students’ clinical dissertations will emphasize the development, implementation, analysis and discussion of a clinical research project in a practice setting.

STATISTICS COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPPT 7201 Introduction to Statistical Analysis</td>
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<tr>
<td>HPPT 7306 Advanced Statistics in Health Professions</td>
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<td>HPPT 7301 Seminar in Clinical Research Design</td>
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CLINICAL DISSERTATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HPPT 7000-02 Clinical Dissertation Project 1-3</td>
<td>3</td>
</tr>
<tr>
<td>HPPT 7104 Clinical Dissertation Project Presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

During post-professional studies, students are required to adhere to all program policies and academic and behavioral guidelines as evaluated through course participation, article abstracts, examinations, and term papers. For the website courses, students will be evaluated with online examinations, term papers, and logged participation in chat-room discussions.
Doctor of Science in Physical Therapy (ScD) Course Descriptions

HPPT 1002 Foundations for Interprofessional Collaborative Practice (0:0:0, O) An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

HPPT 6111 Teaching Assistantship 1 (1:0:0, O) Enrollment allowed only after instructor pre-approval. This course provides the platform for students to receive mentoring from ScD faculty in the delivery of clinical track courses with the ScD. Students will be mentored on a case-by-case basis. Students will participate with the ScD faculty clinical course coordinator in the design, delivery and administration of online doctoral coursework and threaded discussions, where their clinical expertise will benefit the ScD Faculty and Students. Case studies will be discussed and mock clinical sessions will be executed.

HPPT 6112 Teaching Assistantship 2 (1:0:0, H) Enrollment allowed only after instructor pre-approval. This course provides the platform for students to receive mentoring from ScD faculty in the delivery of clinical track courses with the ScD. Students will be mentored on a case-by-case basis. Students will participate with the ScD faculty clinical course coordinator in the design, delivery and administration of online doctoral coursework and threaded discussions, where their clinical expertise will benefit the ScD Faculty and Students. Case studies will be discussed and mock clinical sessions will be executed.

HPPT 6113 Teaching Assistantship 3 (1:0:0, H) Enrollment allowed only after instructor pre-approval. This course provides the platform for students to receive mentoring from ScD faculty in the delivery of clinical track courses with the ScD. Students will be mentored on a case-by-case basis. Students will participate with the ScD faculty clinical course coordinator in the design, delivery and administration of online doctoral coursework and threaded discussions, where their clinical expertise will benefit the ScD Faculty and Students. Case studies will be discussed and mock clinical sessions will be executed.

HPPT 6114 Teaching Assistantship 4 (1:0:0, O) Enrollment allowed only after instructor pre-approval. This course provides the platform for students to receive mentoring from ScD faculty in the delivery of clinical track courses with the ScD. Students will be mentored on a case-by-case basis. Students will participate with the ScD faculty clinical course coordinator in the design, delivery and administration of online doctoral coursework and threaded discussions, where their clinical expertise will benefit the ScD Faculty and Students. Case studies will be discussed and mock clinical sessions will be executed.

HPPT 6115 Teaching Assistantship 5 (1:0:0, H) Enrollment allowed only after instructor pre-approval. This course provides the platform for students to receive mentoring from ScD faculty in the delivery of clinical track courses with the ScD. Students will be mentored on a case-by-case basis. Students will participate with the ScD faculty clinical course coordinator in the design, delivery and administration of online doctoral coursework and threaded discussions, where their clinical expertise will benefit the ScD Faculty and Students. Case studies will be discussed and mock clinical sessions will be executed.

HPPT 6116 Teaching Assistantship 6 (1:0:0, H) Enrollment allowed only after instructor pre-approval. This course provides the platform for students to receive mentoring from ScD faculty in the delivery of clinical track courses with the ScD. Students will be mentored on a case-by-case basis. Students will participate with the ScD faculty clinical course coordinator in the design, delivery and administration of online doctoral coursework and threaded discussions, where their clinical expertise will benefit the ScD Faculty and Students. Case studies will be discussed and mock clinical sessions will be executed.

HPPT 6303 Basic and Applied Science in Orthopaedics (3:2:0, H) This course addresses select basic science processes associated within the musculoskeletal system. These include histology and physiology of bone, cartilage, tendons, and ligaments. Muscle physiology will also be discussed as it relates to orthopaedic dysfunction.

HPPT 6304 Medical Screening for Rehabilitation Sciences (3:2:0, H) This course will enhance physical therapists’ knowledge and clinical skills designed to assist in the screening of patients for orthopaedic conditions which require examination by a physician. The class experiences should strengthen professional communication between physical therapists and physicians facilitating patient referral to physician. Laboratory screening are presented as special topics to enhance the therapist’s understanding of pathology and the clinical implications of patient presentation.

HPPT 6305 Updates in Orthopaedic Surgical Management (3:2:0, H) This course will evaluate recent developments from the literature in orthopaedic surgical management, in terms of indications, methodology, and rehabilitation. Emphasis will be placed on the implications of each procedure for rehabilitation. Specific rehabilitation measures will be discussed and related to techniques taught in other ScD courses within the curriculum.

HPPT 6310 Performance Enhancement and Resiliency (3:2:0, H) This evidence-based course is designed to enable students to safely implement strategies for forming resilient, robust, and adaptable performing clientele. It is aimed at encouraging the optimal performance and injury reduction in physically active individuals, including athletes. Lecture components will focus on contemporary approaches to enhancing strength, speed, power, mobility, coordination, agility, and endurance for performance-based activities. Clinical contact sessions will incorporate progressive performance examination techniques. Program design, implementation and progression will focus on specific measures to enhance performance and prevent injury.

HPPT 6311 Clinical Studies in Anatomy (3:3:0, H) This course will allow students to observe prosected human cadaveric specimens with emphasis on musculoskeletal structures. Each ½ day session will include a short lecture at the beginning for review of anatomical structures to be observed, as well as the relevance of each of those structures to examination and treatment of orthopaedic afflictions.

HPPT 6312 Neuroscience of Pain (3:2:0, H) This course addresses select neuroscience processes associated within the musculoskeletal system. These include the sensory function and integration; and dysfunction of the nervous system as it relates to orthopaedic afflictions, including pain production and control; neuroscience of motor planning, initiation and control in response to pain.

HPPT 6313 Biomechanics in Orthopaedic Physical Therapy (3:3:0, H) This course will emphasize the biomechanics of musculoskeletal structures, including bone, cartilage, ligament, tendon, and muscle tissue. Emphasis on joint and tissue mechanics will be related to musculoskeletal injury and orthopaedic affliction.

HPPT 6314 Motor Control in Orthopaedic Physical Therapy (3:2:0, H) This course will emphasize motor control strategies associated with musculoskeletal function and motor control dysfunction associated with orthopaedic pathologies. This course will integrate concepts from exercise science and experimental psychology for the explanation of relevant issues concerning motor learning and control for the orthopaedic patient. Additionally, patient management strategies derived from these principles will be discussed.

HPPT 6317 Radiological Anatomy (3:2:0, H) Examines the technology and applications of imaging for understanding normal and pathological human anatomy. Plain-film imaging, MRI, CT, and diagnostic ultrasound will be appropriately applied to this discussion. A systematic approach to understanding various images across different joint systems will be provided. In addition, specific normal and pathological anatomy for the spine and extremities will be viewed on x-ray, MRI, and CT, along with special topics in diagnostic ultrasound. Emphasis will be placed on defining normal and pathological anatomy associated with various joints systems as it relates to musculoskeletal conditions. These topics will be related to evidence-based clinical practice of musculoskeletal disorders that is appropriate for the Physical Therapist. Evidence-based readings and web-supported tutorials will be utilized.

HPPT 6319 Contemporary Topics in Autonomous Practice (3:3:0, H) This course will address selected special topics in modern orthopaedic Physical Therapy practice. This course will emphasize special topics not covered in the other courses within the ScD curriculum. Selected special topics will serve as

stated in the Physical Therapy Doctoral Student Policy Manual. Expenses incurred during all weekend courses and clinical rotations are the responsibility of the student.
the cornerstone of the course, including modern soft tissue examination and management, while other topics will change in pace with changes in contemporary Physical Therapy clinical practice. Patient examination and management strategies derived from these principles will be discussed.

HPPT 6321 Advanced Clinical Practice for the Shoulder Complex (3:3:3.5,H) This course presents the examination and treatment of afflictions in the shoulder complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, impingement, instability, labral afflictions, and soft tissue lesions. Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6322 Advanced Clinical Practice for Elbow & Forearm (3:3:3.5,H) This course presents the examination and treatment of afflictions in the elbow/forearm complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, peripheral nerve mobility limits and entrapment, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6323 Advanced Clinical Practice for the Wrist & Hand (3:3:3.5,O) This course presents the examination and treatment of afflictions in the wrist/hand complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, peripheral nerve mobility limits and entrapment, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6324 Advanced Clinical Practice for the Hip Complex (3:3:3.5,H) This course presents the examination and treatment of afflictions in the hip complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, peripheral nerve mobility limits and entrapment (including Tarsal Tunnel Syndrome), and soft tissue afflictions (including tendinitis, tenosynovitis, fasciitis, and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6325 Advanced Clinical Practice for the Knee Complex (3:3:3.5,O) This course presents the examination and treatment of afflictions in the knee complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, meniscal afflictions, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6326 Advanced Clinical Practice for the Ankle & Foot (3:3:3.5,O) This course presents the examination and treatment of afflictions in the ankle/foot complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, peripheral nerve mobility limits and entrapment (including Tarsal Tunnel Syndrome), and soft tissue afflictions (including tendinitis, tenosynovitis, fasciitis, and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6327 Advanced Clinical Practice for the Upper Cervical Spine (3:3:3.5,H) This course presents the examination and treatment of afflictions in the Upper Cervical complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, cervicalgie headache, vascular afflictions, and soft tissue afflictions. Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6328 Advanced Clinical Practice for the Lower Cervical Spine (3:3:3.5,H) This course presents the examination and treatment of afflictions in the Cervical Disc Segments (CDS). The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to acute cervical spine afflictions; recurrent afflictions that include instability, stenosis/spondylosis, and soft tissue afflictions; and chronic cervical pain. Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6329 Advanced Clinical Practice for the CTJ & TOS (3:3:3.5,O) This course presents the examination and treatment of afflictions in the Cervico-Thoracic Junction (CTJ). The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to acute upper thoracic afflictions, recurrent upper thoracic afflictions, instability, Thoracic Outlet Syndrome (TOS), soft tissue afflictions, and chronic upper thoracic pain. Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6330 Advanced Clinical Practice for the Thoracic Spine & Ribs (3:3:3.5,H) This course presents the examination and treatment of afflictions in the Thoracic Spine and ribs. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to acute thoracic spine afflictions, recurrent thoracic spine afflictions, instability, arthritis/arthrosis, soft tissue afflictions and chronic thoracic pain. Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6331 Advanced Clinical Practice for Acute Lumbosacral Pain (3:3:3.5,H) This course presents the examination and treatment of acute lumbar spine afflictions and afflictions of the SIJ. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to chronic nociceptive afflictions, as well as SIJ pain, hypomobilities and hypermobilities. Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6332 Advanced Clinical Practice for Recurrent and Chronic Lumbosacral Pain (3:3:3.5,O) This course presents the examination and treatment of recurrent and chronic afflictions in the lumbar spine. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to instability, stenosis/spondylosis, arthritis/arthrosis, chondropathy/chondromalacia, soft tissue afflictions and chronic lumbosacral pain. Case studies will be discussed and mock clinic sessions will be conducted.

HPPT 6333 Advanced Musculoskeletal for the Cervical Spine (3:3:3.5,H) This course presents the examination and management of conditions in the cervical spine complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue and joint-specific approaches including manipulative techniques. This course includes management approaches to arthritis/arthrosis, degeneration, cervicogenic
headache, vascular conditions, soft tissue conditions and recurrent conditions that include instability and stenosis/spondylosis. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

HPPT 6334 Advanced Musculoskeletal Management for the Thoracic Spine, Ribs, and Thoracic Outlet Syndrome (3:3:3.5,H) This course presents the examination and management of conditions in the thoracic spine, ribs and thoracic outlet syndrome. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue and joint-specific approaches including manipulative techniques. This course includes management approaches to acute, recurrent, and chronic thoracic spine conditions, instability, arthritis/arthritis, soft tissue conditions, and recurrent conditions that include instability and stenosis/spondylosis. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

HPPT 6335 Advanced Musculoskeletal Management for Lumbosacral Complex (3:3:3.5,O) This course presents the examination and management of lumbar spine and sacroiliac joint conditions. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue and joint-specific approaches including manipulative techniques. This course includes management approaches to discogenic conditions, instability, stenosis/spondylosis, arthritis/arthritis, soft tissue conditions and sacroiliac joint pain, hypomyelinations and hypermobilities. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

HPPT 6336 Advanced Musculoskeletal Management for the Elbow/Forearm, Wrist and Thumb Complex (3:3:3.5,O) This course presents the examination and management of conditions in the elbow/forearm, wrist and thumb complex. The lecture components of this course include advancements in pathoanatomy, biomechanics, interpretation of clinical examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic clinical examination and special tests, soft tissue and joint-specific approaches including manipulative techniques. This course includes management approaches to arthritis/arthritis, instability, peripheral nerve mobility limits and entrapment, and soft tissue conditions (including tendinopathy and bursitis). Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

HPPT 6340 Advanced Soft Tissue Management: Fascial Diagnosis and Treatment (3:3:3.5,H) This evidence-based course addresses the impact of fascial dysfunctions on movement and movement-related disorders. The lecture components of this course include historical perspectives on soft tissue management. Fascial Structural and Pathoanatomical relationships will be discussed. Biomechanics of soft tissue injury will be considered. Clinical contact sessions will incorporate soft tissue evaluation and special testing, as well as indications, contraindications and precautions in management. Laboratory experiences will include an introduction to treatment implements. Intermediate instrumented and hand-on treatment techniques will be practiced, while treatment implements and complementary movement-based strategies will be introduced. No textbook is required.

HPPT 6341 Advanced Soft Tissue Management: Instrument Assisted Soft Tissue Mobilization (3:3:3.5,H) This evidence-based course addresses the impact of various soft tissue dysfunctions on movement and movement-related disorders. The lecture components of this course include impact of connective tissue, ligament, tendon, and peripheral nerve mechanical dysfunction on movement. Connective tissue structural and pathoanatomical relationships will be discussed. Biomechanics of soft tissue injury will be integrated into the content. Clinical contact sessions will incorporate advanced soft tissue evaluation and special testing. Advanced instrumented and hand-on treatment techniques will be practiced, while contemporary treatment implements and complementary movement-based strategies will be incorporated. No textbook is required.

HPPT 6342 Advanced Soft Tissue Management: Topics in Dry Needling (3:3:3.5,H) This evidence-based course is designed to enable students to safely perform dry needling techniques to treat musculoskeletal pain and dysfunction. The lecture components of this course include a discussion of myofascial triggers point development and clinical presentation and examination techniques, as well as safety and regulatory issues that surround trigger points dry needling practice. Clinical contact sessions will include practical experience in dry needling applications for the upper and lower extremities as well as the lumbar and cervical spine. Textbook: Donnelly JM, et al. Travell, Simons & Simons’ Myofascial Pain and Dysfunction: The Trigger Point Manual. 3rd ed. 2018. ISBN-13: 978-0781755603

HPPT 6360 Functional Evaluation and Management of the Upper Quarter (3:3:3.5,H) This course is designed to enable clinicians to execute systematic, evidence-based examination and management of sensorimotor control at the Upper Quarter (cervicothoracic spine and upper extremities). It is aimed at functional recovery for patients suffering from upper quarter pain, dysfunction and performance deficits. Lecture components will focus on Upper Quarter sensorimotor control and dysfunction as they relate to musculoskeletal conditions. Clinical contact sessions will incorporate progressive manual detection and functional examination techniques. Program design, implementation and progression will focus on neuromotor and somatosensory fundamental reactivation, corrective strategies, functional advancement and performance training relevant to each patient’s clinical presentation. Clinical case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

HPPT 6361 Functional Evaluation and Management of the Lower Quarter (3:3:3.5,H) This course is designed to enable clinicians to execute systematic, evidence-based examination and management of sensorimotor control at the Lower Quarter (lumbosacral spine and lower extremities). It is aimed at functional recovery for patients suffering from Lower Quarter pain, dysfunction and performance deficits. Lecture components will focus on Lower Quarter sensorimotor control and dysfunction as they relate to musculoskeletal conditions. Clinical contact sessions will incorporate progressive manual detection and functional examination techniques. Program design, implementation and progression will focus on neuromotor and somatosensory fundamental reactivation, corrective strategies, functional advancement and performance training relevant to each patient’s clinical presentation. Clinical case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

HPPT 6362 Functional Evaluation and Management of Persistent Pain (3:3:3.5,H) This course is designed to enable clinicians to execute systematic, evidence-based examination and management of sensorimotor control for patients with persistent, recurrent and or chronic sensitized pain. It is aimed at functional recovery for these patients suffering from chronic pain and fear-related dysfunction and movement deficits. Lecture components will focus on the interaction between long-standing intolerable pain, biopsychosocial adaptations and sensorimotor control and dysfunction. Clinical contact sessions will incorporate progressive manual detection and functional examination techniques. Program design, implementation and progression will focus on neuromotor and somatosensory fundamental reactivation, corrective strategies, functional advancement and performance training relevant to each patient’s clinical presentation. Clinical case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

HPPT 6363 Advanced Therapeutic Exercise (3:3:3.5,H) This course offers the exploration of current evidence-based principles of therapeutic exercise intervention across the continuum of physical therapy practice. Emphasis will be placed on the advanced reasoning and psychomotor skills necessary for the clinician to create and implement advanced intervention using the major therapeutic exercise domains explored throughout this course including flexibility training, resistance training, aerobic training, neuromotor training, and functional training.

HPPT 6404 Orthopaedic Physical Therapy Screening (4:3:0,H) This course will enhance physical therapists’ knowledge and clinical skills designed to assist in the screening of patients for orthopaedic conditions which require examination by a physician. The class experiences should strengthen professional communication between physical therapists and physicians facilitating patient referral to physician. Radiology and laboratory screening are presented as special topics to enhance the therapist’s understanding of pathology and the clinical implications of patient presentation.

HPPT 7000 Clinical Project (1-3:0:1-3,O) This is the student’s independent clinical dissertation. Content and goals will be established through mutual consent of student and instructor.

HPPT 7001 Clinical Project 2 (1-3:0:1-3,O) Prerequisite: HPPT 7000. This is the continuation of a student’s independent clinical dissertation. Content and goals will be established through mutual consent of student and instructor.

HPPT 7002 Clinical Project 3 (2-3:0:3,O) Prerequisite: HPPT 7000 & HPPT 7001. This is the continuation of a student’s independent clinical dissertation. Content and goals will be established through mutual consent of student and instructor.
HPPT 7020 Audit (0:0:0,O) Audit

HPPT 7104 Clinical Project Presentation (1:0:0,O) For this credit, the student will present the development and findings from the clinical dissertation before the Sc.D. faculty, other students and clinicians from the community.

HPPT 7201 Introduction to Statistical Analysis (2:1:0,H) This course will familiarize the student with various tools used in fundamental parametric and non-parametric statistical analyses. Students will be introduced to statistical inference, hypothesis testing, and statistical power. Students will become proficient in descriptive statistical analysis, to include measures of central tendency and dispersion; skewness and kurtosis; and graphical representation of descriptive data. Parametric inferential statistical tools will include the t-test, one-way analysis of variance, Pearson r correlation, and linear regression. Non-parametric tools will include one, two, and k-sample designs, as well as the Spearman rho correlation coefficient. ISBN: 0131716409

HPPT 7301 Seminar in Clinical Research Design (3:3:0,H) This course will emphasize methods in clinical research. This will include processes of obtaining, processing, interpreting, and using clinical data.

HPPT 7304 Educational Evaluation in Health Professions (3:2:0,H) This course will discuss educational evaluation theory and tools, emphasizing methods of objective and performance-based evaluation. Students will learn to draft specific evaluation measures used in an educational setting. ISBN: 0132689669 Prerequisites: HPPT 7201 Introduction to Statistical Analysis

HPPT 7305 Curriculum Design and Teaching in Health Professions (3:3:0,H) This course discusses the theories and applications of curriculum design, emphasizing applications to entry-level and post-professional educational settings in Physical Therapy. Students are exposed to core theories, principles and applications that relate to teaching Physical Therapy students and professionals.

HPPT 7306 Advanced Statistics in Rehabilitation Sciences (3:2:0,H) This course will educate the student regarding intermediate-to-advanced statistical tools used in parametric and non-parametric statistical analyses. Descriptive statistical analyses will include measures of normality, homogeneity of variance, and sphericity. Parametric tools will include two- and three-way analysis of variance, correction factors, post-hoc comparisons, and ANCOVA. Non-parametric tools will include Friedman Two-Way ranked ANOVA, Chi-square, phi, and point biserial correlation coefficients. Students will be familiarized with selected multivariate designs, to include multiple regression, logistical regression, discriminant analysis, factor analysis, and MANOVA. The course will include single-subject design, sequential clinical trials, and survey methodology. Measures of clinical reliability and validity will be covered, to include diagnostic accuracy measures. Emphasis will be placed on research findings that evaluate specific clinical populations. ISBN: 0131716409 Prerequisite: HPPT 7201 Introduction to Statistical Analysis

HPPT 7404 Educational Evaluation in Health Professions (4:3:0,H) This course will discuss educational evaluation theory and tools, emphasizing methods of objective and performance-based evaluation. Students will learn to draft specific evaluation measures used in an educational setting.

HPPT 7406 Advanced Statistics in Health Professions (4:3:0,H) This course will familiarize the student with various tools used in parametric and non-parametric statistical analyses. Parametric tools will include Pearson r correlation, regression, t-test, analysis of variance, and selected multivariate designs. Non-parametric tools will include one, two, and k-sample designs; as well as Spearman, phi, and point biserial correlation coefficients. The course will include single-subject design, sequential clinical trials, and survey methodology. Emphasis will be placed on research findings that evaluate specific clinical populations.
Master of Athletic Training (MAT)

This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

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The AT Profession

In 1990 the American Medical Association recognized athletic training as an allied health profession. Athletic trainers (ATs) are "health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states’ statues, rules and regulations. As a part of the health care team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions" as defined by the Athletic Training Strategic Alliance (https://www.nata.org/about/athletic-training/athletic-training-glossary). Career opportunities exist in settings such as college/university athletic departments, secondary school systems, professional sports, sports medicine clinics, corporate/industrial settings, physicians’ offices, and other healthcare environments.

After graduating from an accredited professional education program, athletic trainers must pass the Board of Certification, Inc. (BOC) exam and/or meet the requirements of individual states, to practice athletic training. Additional credentialing requirements for athletic training vary from state to state according to athletic training practice acts and state regulations that govern athletic training. A felony or misdemeanor conviction may affect a graduate’s ability to sit for the BOC examination or attain state licensure.

Program Description

In July 2000, the Master of Athletic Training program at TTUHSC received notification from the Texas Higher Education Coordinating Board (THECB) that TTUHSC had been granted approval to offer the Master of Athletic Training degree beginning in the Fall of 2000. With THECB approval the Master of Athletic Training program began working toward accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The MAT program was granted CAAHEP accreditation in January 2004. As of July 1, 2006 all athletic training education programs (including the MAT program) are accredited by CAATE. The MAT program received the maximum (10 year) continuing accreditation by CAATE in 2019.

Educational reform in the field of athletic training and the needs of the West Texas area have prompted the development of an innovative, modern educational program in the School of Health Professions at Texas Tech University Health Sciences Center. The Master of Athletic Training degree program is a 60-semester credit hour, two-year lock-step graduate program providing comprehensive exposure to the field of Athletic Training. Classroom, clinical laboratory and clinical experiences are integrated throughout the professional curriculum. Settings for clinical experiences include colleges, high schools, outpatient rehabilitation clinics, as well as physicians’ offices. By providing clinical experience early in professional education, students are able to integrate classroom and clinical skills. Students must pass a criminal background check in order to participate in clinical experiences. The program is housed on the Lubbock campus within the TTUHSC system. Upon graduation from the MAT program students will be eligible to sit for both the BOC and State licensure examinations, which vary by state. Individuals must pass these examinations before they are eligible to practice Athletic Training. Successful completion of the professional curriculum leads to a Master of Athletic Training degree.

Classes are limited to 25-30 full-time students to ensure optimal student/instructor ratios and to enable each student to receive comprehensive instructional and clinical experience. Students entering the program should have a laptop computer and be familiar
with basic internet skills, including the use of e-mail, searching the world wide web, and using a basic word processing package.

**Technical Standards**

The Athletic Training Program at Texas Tech University Health Sciences Center is a rigorous and intense program that places specific professional, intellectual, physical and social requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program’s technical standards does not guarantee a student’s eligibility for the Board of Certification, Inc. (BOC) certification exam (see [www.bocatc.org](http://www.bocatc.org) for exam eligibility).

Students in the TTUHSC Master of Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
9. The ability, at all times, to conduct themselves in a professional manner with a wide variety of individuals, including but not limited to, faculty, clinical instructors, colleagues, coaches, athletes and students.
10. Professional attitudes and behaviors: perform in an ethical manner in dealings with others in adherence to TTHUSC and Athletic Training profession guidelines; and personal integrity and hygiene consistent with the Athletic Training profession.

To ensure patient safety for laboratory classes and the clinical experience portion of the MAT program, students must display the following:

1. **Mobility:** have the physical stamina to stand and walk for 12+ hours in a clinical or field setting; be able to stand, move about freely and maneuver in small spaces and across uneven terrain; be able to tolerate being exposed to extremes in the environment including variable aspects of weather, hazardous fumes and noise.
2. **Flexibility:** be able to bend the body downward, forward, and to the side by bending at the spine and waist; be able to flex and extend all joints freely.
3. **Strength:** be able to raise objects (25+ lbs) from a lower to a higher position or move objects horizontally from position to position frequently and greater weights occasionally; possess mobility, coordination and strength to push, pull or transfer heavy objects weighing 150 lbs. frequently and greater weights occasionally.
4. **Motor Skills** (These skills require coordination of both gross and fine muscular moment and equilibrium); possess manual dexterity, mobility, and stamina to perform CPR for extended periods of time; be able to seize, hold, grasp, turn, apply pressure,
5. **Observation**: Observation requires the functional use of vision, hearing, and somatic sensations; be able to participate in laboratory demonstrations; be able to observe and palpate a patient accurately to determine variations from normal and observe output readings to determine a patient's condition and the status of a treatment.

6. **Auditory Ability & Visual Acuity**: Possess sufficient hearing to assess patient's needs, make fine discriminations in sound, follow instructions and communicate with other health care workers; possess the visual acuity to read, write and assess the patient and the environment.

7. **Communication**: Possess verbal/nonverbal and written communication skills adequate to exchange ideas, detailed information, and instructions accurately; be able to read, comprehend, write legibly, and communicate effectively (both orally and written); be able to communicate effectively and sensitively with patients to elicit information regarding mood, activities, and health complaints, as well as perceive nonverbal communications; be able to communicate effectively and efficiently with other members of the health care and athletic community to convey information essential for safe and effective care; be able to read, communicate in writing, and demonstrate computer literacy to complete assignments; be able to communicate with accuracy, clarity, efficiency and sensitivity.

8. **Interpersonal Skills**: Be able to interact purposefully and effectively with others; be able to convey sensitivity, respect, tact, and a mentally healthy attitude; be oriented to time, person, place and not mentally impaired to make decisions that would immediately impact the health of others by prescription or nonprescription mind-altering substances; possess sufficient emotional stability to be able to perform duties in life or death situations and in potentially dangerous social situations, including caring for injured individuals in hostile environments; be able to handle stress and work well as part of a team.

9. **Intellectual Abilities**: Be able to comprehend three-dimensional relationships and understand spatial relationships of structures; be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion; be able to synthesize knowledge and integrate the relevant aspects of a patient's history and examination findings to develop an effective treatment program.

10. **Behavioral & Social Attributes**: Possess the psychological ability required to exercise good judgment; possess the psychological ability required to promptly complete all responsibilities inherent to the assessment and care of patients; possess the psychological ability required to develop mature, sensitive, and effective relationships with patients; be able to tolerate physically and mentally taxing workloads; be able to adapt and display flexibility (e.g., changing environment, practice schedule, travel); be able to function in the face of uncertainties inherent in the clinical problems of patients; be able to demonstrate ethical behavior, both in laboratory classes and during their clinical experience; be able to respond with precise, quick and appropriate action in emergency situations including, but not limited to Cardiopulmonary Resuscitation (CPR), possess the ability to function safely, effectively, and make and execute quick, appropriate and accurate decisions under stress.

Adapted from the: NATA Education Council Guidelines (http://www.nata.org/education/educationalprograms/technical-standards), University of Indianapolis Technical Standards (http://athtrg.uindy.edu/technical_standards.php), Manchester University Technical Standards for Admission (http://www.manchester.edu/academics/departments/ess/athletictraining/technicalstandards.shtml), James Madison University Guidelines for Technical Standards for Entry-Level Athletic Training Education (http://www.healthsci.jmu.edu/AT/forms.html) Accepted applicants to the MAT program are required to verify that they understand and meet these essential functions, or that they believe that with certain accommodations they can meet the standards.

Any student with a disability who is accepted to the MAT program must contact Student Disability Services (SDS) in the TTUHSC Office of Student Affairs as soon as possible. SDS Staff will determine whether the stated condition qualifies as a disability under applicable laws and work with the program faculty to determine reasonable accommodations, taking into account whether accommodations would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical educational experiences and internships deemed essential to graduation. Students are required to read and sign the MAT program technical standards form and to update their responses on this form if their health status changes. Students who require accommodation to meet the technical standards must obtain verification by the authorized institutional office (see above) as defined by the sponsoring institution policy that proper accommodation has been provided for the student to meet the standard.
I certify that I have read and understand the technical standards listed above, and I believe to the best of my knowledge that I meet each of these standards (either with or without accommodation). I understand that if I am unable to meet these standards I will not be admitted into the program.

Transfer Policy

Students who wish to transfer to one of the Texas Tech University Health Sciences Center (TTUHSC) School of Health Professions (SHP) programs from an equivalent degree program must meet the specific program's admissions criteria and be subjected to the same admissions process as a traditional applicant. Transfer students may be eligible for waiver from classes taken at their previous institution. The student must provide supporting documents specified by the program for courses to be waived. The decision to allow the student to waive the course will be made by the Program Director on a case-by-case basis. Meeting minimum requirements does not guarantee admissions.

Admission to the Program

The athletic training program begins the Tuesday after Memorial Day each year. Class size is limited and the admissions process is competitive.

The following is required for an individual to be considered for the MAT program:

- Completion of the TTUHSC Master of Athletic Training application
- Two letters of recommendation
- A complete essay
- Official transcripts from all colleges/universities attended
- A minimum cumulative and prerequisite GPA of 2.7 on a 4.0 scale.
- A "C" or better in all prerequisite courses
- Verification of completed athletic training observation hours post-high school (minimum of 50 hours completed with credentialed athletic trainer)

Additionally, the following information must be provided prior to a student’s matriculation in the MAT program:

- Completed Essential Functions/Technical Standards form
- Verification of all required immunizations

All AT applications are submitted through the TTUHSC Master of Athletic Training Program application. Go to: www.ttuhsc.edu/health-professions/admissions/application.aspx. The deadline for the receipt of the application, supporting documentation, and application fee is February 1st. Applicants will need to plan accordingly. It is in the best interest of the applicant to apply as early as possible (December 1st). It is the applicant’s responsibility to ensure all application materials have been received by the SHP Office of Admissions prior to the application deadline.

Qualified candidates selected by the Athletic Training Admissions Committee will be contacted for an interview. Fulfillment of the basic admissions requirements does not guarantee admission. Acceptance into the MAT program is based on a holistic scoring system including grade point average (cumulative and prerequisite courses), completion of all prerequisite courses, athletic training observation/experience, essay, letters of recommendation, and interview scores.

Prerequisite Courses

Applicants must have earned a Bachelor’s degree from an accredited college or university, complete the application process (outlined above), and have completed or plan to complete all prerequisite courses with a 2.7 G.P.A. on a 4.0 scale and a "C" or better prior to enrollment.

To qualify for admission, applicants must have completed or planned to complete all prerequisite courses from a regionally accredited two-year college, or college/university in the United States prior to enrollment. International students, please
Prerequisite Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy (or A&amp;P I)</td>
<td>3-4</td>
</tr>
<tr>
<td>Human Physiology (or A&amp;P II)</td>
<td>3-4</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Biomechanics/Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (1 course to include descriptive statistics, correlation, &amp; introduction to inferential statistics or research design)</td>
<td>3</td>
</tr>
<tr>
<td>Biology with lab (2 semester sequence with lab is recommended)</td>
<td>3-4</td>
</tr>
<tr>
<td>Chemistry with lab (2 semester sequence with lab is recommended)</td>
<td>3-4</td>
</tr>
<tr>
<td>Physics with lab (2 semester sequence with lab is recommended)</td>
<td>3-4</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours = 30-36

*Recommended Course: Technical Writing

*If prerequisite courses have not been completed in the last seven years, program director approval for acceptance of courses may be required.

MAT Curriculum

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course instructor and the MAT Program Director:

**FIRST YEAR**

### Full Summer Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAT 5222</td>
<td>Clinical Practice and Professional Behavior</td>
<td>2</td>
</tr>
<tr>
<td>HPAT 5500</td>
<td>Human Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>HPAT 5203</td>
<td>Functional Anatomy</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours = 9

### Fall Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAT 5211</td>
<td>Evidence-Based Practice</td>
<td>2</td>
</tr>
<tr>
<td>HPAT 5209</td>
<td>Clinical Practice I</td>
<td>2</td>
</tr>
<tr>
<td>HPAT 5325</td>
<td>Lower Quarter Assessment and Manual Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPAT 5327</td>
<td>Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>HPAT 5305</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>HPAT 5207</td>
<td>Acute and Emergency Care</td>
<td>2</td>
</tr>
</tbody>
</table>
### Spring Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAT 5212</td>
<td>Clinical Practice II</td>
<td>2</td>
</tr>
<tr>
<td>HPAT 5326</td>
<td>Upper Quarter Assessment and Manual Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPAT 5306</td>
<td>Advanced Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>HPAT 5106</td>
<td>Clinical Reasoning I</td>
<td>1</td>
</tr>
<tr>
<td>HPAT 5330</td>
<td>Primary Care and Clinical Pathology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours = 15**

### Credit Hours

### Spring Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAT 5212</td>
<td>Clinical Practice II</td>
<td>2</td>
</tr>
<tr>
<td>HPAT 5326</td>
<td>Upper Quarter Assessment and Manual Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPAT 5306</td>
<td>Advanced Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>HPAT 5106</td>
<td>Clinical Reasoning I</td>
<td>1</td>
</tr>
<tr>
<td>HPAT 5330</td>
<td>Primary Care and Clinical Pathology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours = 12**

### SECOND YEAR

### Summer II Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAT 5216</td>
<td>Clinical Reasoning II</td>
<td>2</td>
</tr>
<tr>
<td>HPAT 5227</td>
<td>Current Medical Diagnosis &amp; Treatment</td>
<td>2</td>
</tr>
<tr>
<td>HPAT 5123</td>
<td>Special Populations in Health Care</td>
<td>1</td>
</tr>
</tbody>
</table>

*Optional
HPAT 5098 or Practicum/Independent Study Options

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 1-6</td>
</tr>
</tbody>
</table>

**Total Hours = 5**

### Fall Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAT 5800</td>
<td>Clinical Practice III</td>
<td>8</td>
</tr>
<tr>
<td>HPAT 5208</td>
<td>Nutrition &amp; Enhanced Sports Performance</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Hours = 10**

### Spring Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAT 5213</td>
<td>Behavioral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>HPAT 5310</td>
<td>Health Care and Business Management</td>
<td>3</td>
</tr>
<tr>
<td>HPAT 5130</td>
<td>Athletic Training Review</td>
<td>1</td>
</tr>
<tr>
<td>HPAT 5328</td>
<td>Clinical Practice IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours = 9**

**Total = 60**

During professional studies, students are required to adhere to all university, school, department, the TTUHSC Student Affairs Handbook Code and Academic Conduct, and program policies including academic and behavioral guidelines as stated in this catalog and the Department of Rehabilitation Sciences Student Handbook. Expenses (i.e. travel, bags, clothing, Criminal Background Check, Immunizations, etc.) associated with clinical experiences and the program are the responsibility of the student. Information regarding expenses may be found on the MAT program website.
HPAT 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O) An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

HPAT 5106 Clinical Reasoning I (1:1:0,F) Exploration of the nature of clinical reasoning and involving self-reflection and informed decision making in managing patient care. Knowledge and skills from the curriculum taught to this point will be incorporated through the use of case studies and simulations within the students' educational exposure.

HPAT 5123 Special Populations in Health Care (1:4:0,O) Survey of the strategies to mitigate the risk for long-term health conditions across the lifespan including adrenal diseases, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis. Includes overview of the unique concerns of the preadolescent/adolescent, geriatric, disabled, male, and female patient.

HPAT 5130 Athletic Training Review (1:2:0,F) Graduate seminar focusing on current issues in athletic training and preparation for athletic training credentialing exam(s). Co-Requisite HPAT 5328

HPAT 5203 Functional Anatomy (2:2:4,F) This course examines anatomical structure within the context of normal function. Emphasis is placed on joint orientation and description of normal osteokinematic and arthokinematic components of movement of the upper extremity, lower extremity, and spine. Laboratory experiences are designed to promote accurate surface anatomy palpation, visualization of kinematic motion, and recognition of abnormal position.

HPAT 5207 Acute and Emergency Care (2:1:5:3,O) A classroom and practical study in emergency and acute care situations. Emphasis is placed on evaluation and management of patients with acute conditions and implementing triage strategies for life threatening and/or emergent conditions.

HPAT 5208 Nutrition and Enhanced Sports Performance (2:2:0,O) Survey of the concepts of sports nutrition germane to the patient/client and the role of dietary supplements and performance enhancing substances in the recovery and return to participation process.

HPAT 5209 Clinical Practice I (2:1:17-27,O) A directed and supervised clinical education opportunity consisting of simulation, observation, and an athletic training clinical experience (including a one-week immersive experience). Contact hours may vary based on the clinical placement.

HPAT 5211 Evidence-Based Practice (2:2:5:0,O) This course prepares students to critically appraise peer-reviewed scientific literature, develop the knowledge and skills needed for evidence-based practice, and apply evidence to athletic training practice. The goal of the course is for students to become confident consumers of scientific literature and be able to perform all steps involved in evidence-based practice.

HPAT 5212 Clinical Practice II (2:1:27,F) A directed and supervised athletic training clinical experience including a one week immersive experience and mini-rotations in orthopedic and non-orthopedic medicine. *An immersive clinical experience is a practice-intensive experience allowing students the opportunity to engage in the totality of care provided by athletic trainers. Contact hours may vary based on the clinical placement.

HPAT 5213 Behavioral Medicine (2:4:0,F) Exploration of the development and integration of behavioral, psychosocial, and biomedical science knowledge and techniques relevant to the understanding of health and illness. Content will include the application of this knowledge and these techniques to prevention, diagnosis, treatment and rehabilitation as it relates to the athletic trainer. Co-requisite HPAT 5328.

HPAT 5216 Clinical Reasoning II (2:6:10,F) Application and integration of clinical reasoning in managing patient care. Knowledge and skills from the curriculum taught to this point will be incorporated through the use of case studies and simulations within the students' educational exposure. This course will also explore advanced techniques in managing sports related conditions. Topics may include, but are not limited to: movement screening, Graston Technique Therapy®, dry needling, and biopsychosocial pain patterns.

HPAT 5222 Clinical Practice and Professional Behavior (2:2:5:4,F) A classroom and practical course introducing students to the profession of athletic training and the basic skills for clinical practice. Specific emphasis is placed on behavioral practices of healthcare professionals and clinical skills in patient management (Topics may include, but are not limited to: safety, documentation, preparticipation assessment, taping, bracing, casting, and protective equipment).

HPAT 5227 Current Medical Diagnosis and Treatment (2:8:0,F) This course is a basic introduction to radiology and orthopedic imaging interpretations, as well as emerging practice techniques. Course content includes medical and surgical management of common musculoskeletal issue. Conditions are presented as they relate to athletic training.

HPAT 5305 Biomechanics (3:3:0,H) Biomechanics of the musculoskeletal system and integrated human movement with clinically relevant applications.

HPAT 5306 Advanced Therapeutic Interventions (3:2:5:3,F) Advanced application of musculoskeletal injury prevention and management techniques and strategies. Includes the use and application of advanced therapeutic and corrective exercise, functional and activity specific exercise, performance enhancement strategies, movement training, soft tissue techniques, and contemporary interventions.

HPAT 5310 Health Care and Business Administration (3:6:0,F) Business principles and concepts associated with health care are examined in relation to the practicing athletic trainer. Topics include business processes common to all business entities with an emphasis on the unique aspects of healthcare delivery, compliance, payment and daily operational tasks. Co-Requisite HPAT 5328

HPAT 5325 Lower Quarter Assessment and Manual Therapy (3:2:5:3,F) This course focuses on patient evaluation, assessment and manual intervention of musculoskeletal conditions in the lower quarter as it relates to functional limitation and movement dysfunction.

HPAT 5326 Upper Quarter Assessment and Manual Therapy (3:2:5:3,F) This course focuses on patient evaluation, assessment and manual intervention of musculoskeletal conditions in the upper quarter as it relates to functional limitation and movement dysfunction.

HPAT 5327 Therapeutic Interventions (3:2:5:3,F) An introduction into integrated management and prevention of musculoskeletal injuries. Includes the use and application of basic therapeutic and corrective exercise techniques, motor control & proprioceptive skills, and therapeutic modalities.

HPAT 5328 Clinical Practice IV (3:1:40,F) A directed and supervised athletic training clinical experience including both traditional and immersive experiences which closely align with the student’s professional goals. *An immersive clinical experience is a practice-intensive experience allowing students the opportunity to engage in the totality of care provided by athletic trainers. Contact hours may vary based on the clinical placement.

HPAT 5330 Primary Care and Clinical Pathology (3:1:5:3,F) A classroom and practical study of the athletic trainer’s role in the primary care of patients. Emphasis is placed on the study of clinical pathology to understand the cause/effects of disease/illness, management and intervention strategies for disease/illness, including evaluation and analysis of diagnostic assessments, pharmacological therapies, and return to participation criteria.

HPAT 5500 Human Anatomy (5:6:10,F) Integrated study of gross human anatomy embodying gross morphology and coordinating with development and histological aspects of the body. Included is regional dissection with integumentary, musculoskeletal, nervous, circulatory and respiratory systems.
HPAT 5800 Clinical Practice III A directed and supervised semester long athletic training immersive clinical experience which closely aligns with the student's professional goals. *An immersive clinical experience is a practice-intensive experience allowing students the opportunity to engage in the totality of care provided by athletic trainers. Contact hours may vary based on the clinical placement.
Doctor of Occupational Therapy (OTD)

The entry-level Doctor of Occupational Therapy (OTD) degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at:

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-6611
www.acoteonline.org

The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

Program Description

The entry-level OTD program is a lockstep, full-time program that takes three years to complete. It is a 100-credit hour, face-to-face program designed to be completed in nine consecutive semesters. Students will complete the didactic and laboratory portion of the curriculum during the first two years of the program on the Lubbock TTUHSC campus. These courses prepare students with the critical reasoning, professionalism, and practice skills necessary for evidence-based process that is grounded in occupational therapy theory and practice. Students will also begin preliminary courses related to their doctoral capstone during the second year of the curriculum.

During the third year of the program, students will complete 24 weeks of level II fieldwork education, their doctoral capstone project, and a 14-week doctoral capstone experience. With admission criteria, the total time to earn the OTD degree equals a minimum of six full-time equivalent academic years (i.e., the three-year OTD curriculum and the admission criteria of an earned bachelor’s degree).

Students are required to adhere to all program, departmental, and school policies as outlined in the student catalog, student handbooks, fieldwork manual, doctoral capstone manual, and course syllabi.

Successful completion of the program leads to a Doctor of Occupational Therapy (OTD) degree. Once the program is fully accredited, graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the NBCOT. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require occupational therapists to have state licensure in order to practice. Licensure requirements vary by state according to practice act and state regulations that govern the practice of occupational therapy; however, state licensure is usually based on the results of the NBCOT certification exam. A criminal conviction (e.g., felony or misdemeanor) may affect a graduate’s eligibility to take the NBCOT Certification Examination or attain state licensure.

OTD Vision

To earn recognition for elevating the practice of occupational therapy by promoting our distinct value as clinicians and professionals.

OTD Mission

To provide students with a strong foundation in professionalism, critical reasoning, and practice skills to become competent occupational therapists who use meaningful occupations to help people improve their health and well-being.
Philosophy Statement

The value of a profession lies within its professional identity and its distinct contribution to society. A deep understanding of the profession's core subject is critical for the development of a strong professional identity and articulation of the profession's distinct value. The core subject of the occupational therapy profession is the dynamics of occupation. Dynamics of occupation is a construct that characterizes how occupation—engagement in meaningful, necessary, and familiar activities—affects a person's health and well-being. Dynamics are forces that influence growth, development, or change within a system or process. The dynamics of occupation can be understood as the forces related to occupational engagement that impact health and well-being.

Occupational therapists believe that being occupied in meaningful, necessary, and familiar activities is a source of health and well-being for human beings. These activities, or occupations, encompass areas that include: self-care, learning, work, play, leisure, social participation, and sleep/rest. Each person has a unique configuration of meaningful occupations that relate to their roles, habits, routines, contexts, and environments. Various life circumstances and health conditions can disrupt a person's ability to engage in valued occupations.

Occupational therapists use their understanding of the dynamics of occupation to provide occupational therapy interventions that help people do the day to day activities that are important and meaningful to them. Occupational therapists work collaboratively with individuals, families, caregivers, and other groups whose life patterns and abilities to engage in valued occupations have been altered for various reasons (e.g., cognitive or developmental problems, injury or illness, social or emotional deficits, aging process). Occupational therapist apply critical reasoning and practice skills as they evaluate, plan, facilitate, and reflect on client care. The distinct value of occupational therapy is to improve health and well-being through facilitating participation and engagement in occupations at home, school, workplace, community, and various other settings.

Occupational therapy education must provide opportunities for students to integrate a wide range of topics learned to the core subject—dynamics of occupation—so that students profoundly understand and clearly articulate the distinct value of occupational therapy. Developing a deep understanding of the dynamics of occupations requires that students:

- Learn what constitutes an occupation and how to analyze activity demands
- Learn how to assess a person's unique occupational profile
- Learn how to analyze occupational performance
- Learn how occupations can be disrupted, impoverished, or changed over time
- Learn how underlying neurological and physiological mechanisms that positively and negatively affect occupational engagement, performance, and participation
- Learn a therapeutic strategies, techniques, and activities to help people engage, perform, and participate in meaningful occupations
- Learn methods to evaluate changes in occupational participation, health, and well-being

Curriculum Design of the OTD Program

The curriculum design has four major content areas (i.e., curriculum threads) that are apparent throughout the curriculum. These are: the dynamics of occupation, professionalism, critical reasoning, and practice skills.

Dynamics of Occupation

The core subject of the occupational therapy profession is the dynamics of occupation. Dynamics of occupation is a construct that characterizes how occupation—engagement in meaningful, necessary, and familiar activities—affects a person's health and well-being. Dynamics are forces that influence growth, development, or change within a system or process. The dynamics of occupation can be understood as the forces related to (or facilitating) occupational engagement that impact health and well-being.

Professionalism

Students learn key concepts related to being a professional who is prepared to be a self-directed life-long learner; to uphold ethical standards, values, and attitudes of the profession; to effectively communicate and work interprofessionally with others; and to
Critical Reasoning

Students learn key concepts related to being a critical thinker who demonstrates the ability to synthesize information necessary for the development and implementation of theory-driven, evidence-based occupational therapy interventions.

Practice Skills

Students learn key concepts related to being a competent practitioner who can apply evidence-based evaluations and interventions to address physical, cognitive, psychosocial, sensory aspects of performance in a variety of contexts and environments to support occupational engagement and participation.

Curriculum and Instructional Design

The figure below presents a model of the program’s curriculum design. The pyramid illustrates how the curriculum design provides a framework to facilitate the transformation of the student’s knowledge, skills, behaviors, and attitudes throughout the program. The base of the pyramid illustrates the SCIL-OT framework and how the core subject (i.e., Dynamics of Occupation) is foundational to the curriculum and instructional design. The three sides of the pyramid illustrate the Bloom’s Revised Taxonomy framework and how the three domains of learning (i.e., cognitive, psychomotor, affective) are included in instructional design. The beam of light represents the transformation of student learning throughout the curriculum with recognition that students enter the program with knowledge, skills, behaviors, and attitudes as represented by the icons on the right side of beam. The colored beam of light within and to the left of the pyramid represents the development of students’ professionalism, practice skills, critical reasoning, and understanding of the profession’s core subject (i.e., dynamics of occupation). These four concepts form the curriculum threads that are introduced and integrated throughout the curriculum to guide student learning and development. The curriculum threads structure the scope of the curriculum content and how the core subject (i.e., dynamics of occupation) is integral to each of the other curriculum threads. The transformation yields achievement of student learning outcomes in the areas of critical reasoning, professionalism, practice skills, and dynamics of occupation as depicted by the beam exiting the pyramid on the right.

Fieldwork

Fieldwork education is an integral aspect of our program. Students will be involved in Level I Fieldwork experiences during the first and second year in the program. Students complete 24 weeks of fulltime Level II Fieldwork during the third year of the program.

Fieldwork education consists of five experiences designed to prepare and expose the student to a variety of applied settings in occupational therapy:

- Level I experiences in pediatrics occur in association with HPOT 6240 Intervention: Developmental and Learning Models II in the Summer 2 semester. The student will actively participate in faculty-led learning experiences within the community to develop professional and therapeutic skills with the pediatric population.

- Level I experiences in mental health occur in association with HPOT 6240 Intervention: Cognitive and Behavioral Health Models in the Summer 2 semester. The student will actively participate in faculty-led learning experiences within the community to develop professional and therapeutic skills addressing behavioral, psychological, and social factors influencing engagement in occupation.

- Level I experiences in adult physical dysfunction occur in association with several courses over the first and second year. Integrated within these select courses, students apply knowledge to practice through participation in progressive comprehensive competency experiences relevant to practice in adult settings and understanding the needs of clients. Specific therapeutic competency experiences include the progressive use of simulated environments, standardized patients, and site visits.

- **Fieldwork II 1:** This full-time fieldwork experience typically begins in May of the third year and lasts 12 weeks. The student engages in an in-depth experience delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation, administration, and management of occupational therapy services.

- **Fieldwork II 2:** This full-time fieldwork experience typically begins in August of the third year and lasts 12 weeks. The student engages in an in-depth experience delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation, administration, and management of occupational therapy services. At least one of the two Fieldwork II experiences must be in an adult physical dysfunction setting. The other Fieldwork II experience may be in a different adult setting, a pediatric setting, mental health setting, or other specialist setting (e.g., hand therapy; neuro specialty).
Facilities that have occupational therapy clinical education agreements with TTUHSC may be used for Fieldwork sites. The Academic Fieldwork Coordinator provides detailed information for selection procedures. The student may provide preferences for certain setting types and for the location of Fieldwork II placements. The program has opportunities locally, across the state, and other states across the US.

**Doctoral Capstone**

An integral part of the program curriculum, the Doctoral Capstone (DC) provides an in-depth exposure to one or more of the following areas:

- administration and leadership,
- program development,
- education,
- clinical practice skills,
- research skills,
- advocacy,
- and theory development.

It consists of two parts: (1) the capstone experience and (2) the capstone project.

*Areas of program emphasis/specialty.

**Doctoral Capstone Experience (DCE)**

The DCE develops occupational therapists with advanced skills, beyond the level of a generalist, in one or more of the DC areas. The DCE occurs at a mentored practice setting known as the DCE site. The Doctoral Capstone Coordinator (DCC) will collaborate with the student to establish the DCE site and the required written memorandum of understanding. During the DCE, the student is mentored by an individual with expertise consistent with the student’s DC area of focus. This mentor, known as the DCE site supervisor, does not have to be an occupational therapist. More than one student may be present and working collaboratively at the DCE site at the same time; however, each student will have individual capstone objectives and focus.

The 14-week (560 hours) DCE, beginning in January of the third year, must be completed after completion of all coursework, Level II fieldworks, and required preparatory activities (i.e., literature review, needs assessment, goals/objectives, and evaluation plan). No
more than 20% of the 560 hours can be completed off-site from the DCE site. The DCE is NOT a third Level II fieldwork. As such, the student will identify goals and objectives, requiring approval in advance of the DCE, to achieve the identified advanced skill and in-depth experience. The objectives for the DCE will overlap with the capstone project objectives; however, additional objectives and tasks specific to opportunities within the DCE site will also be developed. All DCE sites are located in the Lubbock area.

**Doctoral Capstone Project (DCP)**

The DCP develops occupational therapists' capacities to engage in scholarly activities. The student completes an individual culminating product to demonstrate synthesis and application of knowledge gained in one or more of the DC areas. The DCP is a highly student-driven process; however, the student works in collaboration with a faculty capstone mentor and possibly a DCE site supervisor to develop an individual plan to achieve advanced learning objectives and produce evidence of scholarship.

The student engages in preparatory activities for the DCP during coursework and prior to the DCE that includes a literature review, needs assessment, goals/objectives, and an evaluation plan. The student must have an approved DC proposal prior to beginning the DCE. The student then engages in scholarship that supports the DCP during the DCE. Following the DCE, the student finalizes and disseminates his/her DCP. Examples of products that may document this scholarship include a written manuscript, presentation, case report, treatment manual, curriculum, grant proposal, quality improvement project report, program proposal, policy/procedure manual, video, series of marketing or educational materials, or portfolio/photo log scrapbook. Capstones requiring IRB processes will only be granted on joint projects with academic/professional research teams. The student presents his/her DCP at the TTUHSC OTD Research Symposium prior to graduation.

**Technical Standards**

The Occupational Therapy (OT) program at Texas Tech University Health Sciences Center (TTUHSC) is a rigorous and intense program that places specific professional, intellectual, physical and social requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The technical standards set forth by the occupational therapy program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skill and behavioral competencies for entry-level practice. These standards are subject to amendment based on changes in health care and the scope of occupational therapy practice.

The ability to meet these technical standards is required for admission to the Occupational Therapy program and must be maintained throughout the time a student is enrolled in the program. Applicants to (or accepted applicants for) the Occupational Therapy program will be required to verify that they understand and meet these technical standards, or that they believe that with reasonable accommodations they can meet the technical standards.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for students with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the OT program must contact Student Disability Services (SDS) in the TTUHSC Office of Student Affairs as soon as possible. SDS Staff will determine whether the stated condition qualifies as a disability under applicable laws and work with the program faculty to determine reasonable accommodations.

There are two separate and distinct components in the curriculum for the occupational therapy program: 1) an academic didactic component; and 2) a clinical/fieldwork component. Accommodations in place for the didactic component may not be the same accommodations available for the clinical component in the curriculum. The technical standards listed below are necessary functions and skills for the development of the knowledge, skills, and behaviors to provide safe and effective occupational therapy services.

1. **Cognition:**

a. Applicants and students must be able to skillfully conceptualize, apply, analyze, synthesize, and evaluate information from a broad range of sources. Use of these learning domains must produce effective critical thinking skills to be used during observations of patient behavior, task performance, and the environment. To produce the required didactic and clinical learning, students must have:
Sufficient perception and attention (sustained, shifting, and divided) to perform components, such as: discernment and discrimination of relevant information (e.g., attention to safety concerns during laboratory and clinical/fieldwork experiences; sustained attention for actively learning during lecture and taking tests lasting up to 4 hours); accurate perception and interpretation of spatial relationships (e.g., surface anatomy; analysis of movement); and acquisition and use of knowledge within rigorous time constraints (e.g., assignment due dates, semester schedules, allotted treatment time).

Sufficient memory skills (immediate, short term/working, and long term) to perform components such as the transfer of immediate memories (from sensations) to short term memories, which are then developed into long term memories through various learning strategies. All forms of memory should be accessible/retrievable for use in working memory as evidenced by effective didactic and safe and effective clinical experiences (e.g., assignment completion; examination preparation; occupational therapy evaluation; treatment planning; reassessment; outcomes review).

Sufficient higher-level cognitive skills to perform components, such as: concept formation (e.g., development of theoretical concepts in occupational therapy); cognitive flexibility (e.g., understanding of various contexts and patient situations); problem solving and decision making (e.g., searching and evaluating published literature; selection of appropriate assessments and treatment strategies); and accurate self-assessment of clinical/fieldwork skills, professionalism, and academic performance (e.g., monitor one’s own actions; learn from peer, instructor, client and environmental feedback).

2. Communication:

a. Applicants and students must be able to effectively communicate with a broad range of individuals, such as: peers, faculty, patients, caregivers, family members, other professionals, supervisors, and payers. Such communication requires that students can effectively engage in receptive and expressive forms of communication (e.g., written, spoken, non-verbal). Students must have:

   - Sufficient proficiency with the English language to perform components, such as: acquisition of information and knowledge through written and spoken language (e.g., classroom instruction, textbooks, journal articles, websites, videos); production of written assignments with accurate spelling, grammar, and writing mechanics (e.g., essays, documentation); completion of examinations that require reading and comprehension; and professional presentation of information (e.g., class presentations; interdisciplinary team discussions; patient status reports).
   - Sufficient proficiency with use of technology to perform components, such as: utilization of computer resources for didactic, laboratory, and clinical/fieldwork courses (e.g., internet, email, electronic health records, and computer software for word processing, spreadsheet, and presentation); accessing content using a variety of electronic media (e.g., videos, pdf, forums, electronic library databases); and utilization of technology resources used for standardized testing (e.g., electronic modalities).

3. Motor Skills:

a. Applicants and students must be physically capable to perform a range of motor skills. Such motor skills require functional movement to effectively perform various physical components of patient assessment and intervention. Students must have:

   - Sufficient muscular and cardiovascular endurance to perform components such as: positioning and stabilization of patient; and sustaining physical activity levels necessary to meet academic and clinical/fieldwork productivity (e.g., classroom and clinical/fieldwork activities)
   - Sufficient fine motor coordination, range of motion, and strength to safely perform components, such as: grasp and manipulation of therapy supplies, tools, and equipment (e.g., cut and form materials to fabricate splints and assistive devices; positioning of supplies or equipment in accordance with standardized testing procedures); demonstration of dexterous movements for various activities of daily living (e.g., write, button, open containers); and application and calibration of pressure to soft tissue (e.g., massage, facilitation, inhibition, and handling techniques).
   - Sufficient gross motor coordination, range of motion, and strength to safely perform components, such as: stabilization, positioning, and moving of patient (or patient’s body parts); maneuvering patient in wheelchair; application of physical resistance to assess muscle strength and tone; and accommodation and/or demonstration of desired positioning or movement patterns for patient (e.g., crouch, kneel, squat, bend, reach, sit).

4. Observation:

a. Applicants and students must be able to effectively observe behavior, task performance, and the environment. Such observation requires the functional use of their senses. Students must have:

   - Sufficient vision acuity and perception to perform components such as: visual observation of educators and/or peers demonstrating techniques, procedures, and equipment use; seeing and reading text and images (e.g., equipment gauges/dials, medical records); observation of patient behaviors, skills, and impairments; visual inspection of signs of distress, trauma, or impairment; visual monitoring of tools and equipment for safe, effective operation; and identification of environmental barriers and supports.
5. **Social Behavioral Skills:**

a. Applicants and students must be able to establish and regulate behaviors to meet performance demands of occupational therapy practice. Such social behavioral skills require motivation, self-awareness, emotional regulation, and interpersonal skills. Students must have:

- Sufficient motivation to achieve academic or clinical/fieldwork performance expectations that includes components, such as: self-direction and autonomy (e.g., utilize organization and time management skills; utilize resources for self-directed learning; access transportation to attend academic courses and clinical/fieldwork placements); compliance with academic and professional standards of conduct (adhere to safety guidelines and procedures; conduct oneself in an ethical and legal manner); and portrayal of honesty, integrity and professionalism in all circumstances.

- Sufficient interpersonal skills to perform components, such as: respect for individual, social and cultural diversity; building and maintaining healthy relationships with a broad range of individuals (e.g., peers, faculty, patients, caregivers, family members, other professionals, and supervisors); facilitation of therapeutic interaction (e.g., attending, clarifying, coaching, facilitating, and touching as part of therapeutic process); professional interactions (e.g., provide constructive feedback; timely and appropriate response to feedback);

- Sufficient awareness of emotional and behavioral states to perform components, such as: self-reflection, self-appraisal, and adjustment of actions when necessary (e.g., align behaviors to meet performance expectations; self-identify areas for improvement); and regulation of emotional and behavioral responses (e.g., manage uncertainty in academic and clinical/fieldwork situations; adapt thinking and behavior to changing situations).

6. **Participation:**

a. Applicants and students must be able to participate in various experiential learning opportunities to develop the knowledge, skills, and behaviors for occupational therapy practice. Such experiential learning occurs in the classroom, laboratories, and clinical/fieldwork experiences. Students must be able to:

- Complete the interprofessional core curriculum that involves completion of online modules as well as face to face interactions that involve teaching, learning, and collaborating with students from various professions.

- Complete a gross anatomy course, which includes extensive hands-on dissection of human cadavers.

- Participate in classroom and laboratory activities in a co-educational environment where students are required to practice observation and intervention skills on individuals of all body types and genders. Students are often required to dress in shorts and t-shirts/sports bras to allow appropriate visualization or palpation when engaged in simulation of patient assessment and intervention.

- Participate in small group activities and projects that require students to coordinate schedules and work collaboratively to meet assignment expectations and deadlines.

**Admission to the Program**

The entry-level OTD program begins in late May each year. The application for the admissions cycle opens in July. A bachelor’s degree is required prior to beginning the program. The GRE is not required for admission into the program.

**The Application Process**

Applicants must complete both an application through the Occupational Therapy Centralized Application Service (OTCAS) and a supplemental application. The OTCAS application and the supplemental application can be accessed through the following link: [http://www.ttuhsc.edu/health-professions/admissions/application.aspx](http://www.ttuhsc.edu/health-professions/admissions/application.aspx).

Applications are considered on a rolling basis for acceptance into the OTD program. The deadline for the receipt of the applications, supporting documentation, and application fee is November 15th. The application must be verified by OTCAS and the TTUHSC SHP supplemental application must be completed by the application deadline. Individual applications are only reviewed after the OTCAS verification process is completed, and the TTUHSC SHP supplemental application is submitted; therefore, it is in the applicant’s best interest to complete the application process, including submission of required documentation, as early as possible. Documentation
that is required to be submitted includes: transcripts, verification of observation/experience hours in occupational therapy settings, three recommendation letters, verification of required immunizations, verification of CPR certification, and personal essays. Please note: There is a time lag in submitting your application to OTCAS and the application being verified. Applicants will need to plan accordingly. It is the applicant’s responsibility to ensure all application materials have been received by OTCAS and the SHP Office of Admissions prior to the application deadline.

The selection process for the TTUHSC OTD Program is highly competitive; therefore, it is in the applicant’s best interest to complete the entire application process as early as possible. Applicants must meet the admission criteria and complete the application process prior to the deadline to be considered an eligible applicant. Many factors are considered in admissions decisions, and acceptance is offered to candidates that appear to be most highly qualified to meet the mission and goals of the OTD program. Invitations to interview with the program faculty in Lubbock, Texas are extended to the most competitive applicants. Completion of prerequisite coursework, strength of the academic record, essays, letters of recommendation, and interviews are all strongly considered in the admissions process.

**GPA Requirements**

A minimum cumulative GPA of 3.0 on a 4.0 scale and a minimum Science GPA of 3.0 on a 4.0 scale are required. A competitive overall GPA and science prerequisite GPA are a consideration for admissions.

**Transcripts and Coursework**

Applicants must submit transcripts of all institutions attended. At the time of application, the student must demonstrate the ability to complete all pre-professional coursework prior to enrollment in the first semester of the professional curriculum.

**Experience**

Applicants are expected to have some knowledge of the occupational therapy profession. This can be acquired in several ways: volunteer work, paid work and/or observation in occupational therapy settings/services. It is in the best interest of the applicant to complete a substantial number of experiential hours (a minimum of 40 hours, preferably in a variety of different settings) prior to the application deadline for the program. Verification of observation/experience hours in occupational therapy practice must be submitted as a part of the application. Applicants are also encouraged to become familiar with the occupational therapy profession through exploring the professional literature and online resources.

**Letters of Recommendation**

Three letters of recommendation are required. One letter must be completed by an occupational therapist. Letters should be completed by professional personnel who have: (a) observed the applicant during any related volunteer, observation, or paid work, (b) been previous or present instructors and/or counselors, or (c) been previous or present employers.

**Immunizations and CPR**

Verification of required immunizations and CPR for the Healthcare Provider certification must be submitted prior to enrollment in professional curriculum, or preferably by the application deadline. CPR certification must be maintained throughout the professional program. Immunizations will be maintained by a national database which requires an annual fee to be paid by the student.

**Personal Essay**

The personal essays should be submitted with the application.

**Personal Interview**

Competitive candidates are invited for an on-site interview during the Fall or Spring semesters. Submitting an application does not guarantee an interview.

**Prerequisite Courses**

The completion of the Pre-Professional Curriculum is required prior to starting the program. Courses may be completed in any regionally accredited community college, or university. All prerequisite courses must be complete prior to matriculation. It is
recommended that prerequisite courses be taken within the last seven years. For the file to be reviewed, no more than 9 prerequisite hours can be in progress, and at least two science prerequisites must be completed. AP and CLEP credit will not be accepted for any science prerequisite course. There is no advanced placement, transfer of credit or experiential learning credit within the TTUHSC OTD Program.

Below is the list of the courses that comprise the Pre-Professional Curriculum.

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology (with lab)</td>
<td>6-8</td>
</tr>
<tr>
<td>Physics, and/or Biomechanics, and/or Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**OTD Curriculum**

The curriculum prepares the student to enter the field of occupational therapy with a deep understanding of how engagement in occupation impacts health and well-being as well as a strong foundation in professionalism, critical reasoning, and practice skills.

The curriculum is a total of 100 semester credit hours across nine consecutive semesters during a three-year period. Students complete 71 semester credit hours that include classroom and lab instruction as well as a range of Level I Fieldwork experiences throughout the first two years of the program.

During the third year of the program, students complete: 24 weeks of full-time Level II Fieldwork; complete a doctoral capstone experience and project; and complete a final professional seminar course. No part of Fieldwork Level I may be substituted for any part of Fieldwork Level II. Students must complete all Level II Fieldwork as well as an individual 14-week capstone experience within 12 months following completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in accreditation standards.

**FIRST YEAR**

**Summer Semester Courses**

HPOT 6210 Introduction to Occupational Therapy

HPOT 6510 Human Anatomy

**Total Hours: 7**

**Fall Semester Courses**

HPOT 6220 Biomechanical Foundations (with non-credit lab)

HPOT 6321 Occupation-Based Theories

HPOT 6322 Occupational Therapy Process

HPOT 6420 Evaluation: Developmental and Learning Models (with non-credit lab)

**Total Hours: 12**

**Spring Semester Courses**
HPOT 6231 Professional Seminar I
HPOT 6330 Neurological Foundations
HPOT 6332 Research I
HPOT 6430 Intervention: Developmental and Learning Models I (with non-credit lab)
HPOT 6431 Evaluation: Cognitive and Behavioral Health Models (with non-credit lab)

Total Hours: 16

SECOND YEAR

Summer Semester Courses
HPOT 6240 Intervention: Developmental and Learning Models II (with non-credit lab)
HPOT 6241 Evaluation: Biomechanical and Rehabilitative Models (with non-credit lab)
HPOT 6341 Intervention: Cognitive and Behavioral Health Models (with non-credit lab)

Total Hours: 7

Fall Semester Courses
HPOT 6151 Professional Seminar II
HPOT 6250 Capstone 1: Project Development
HPOT 6350 Research II
HPOT 6450 Intervention: Biomechanical and Rehabilitative Models I (with non-credit lab)
HPOT 6451 Evaluation: Motor Control and Learning Models (with non-credit lab)

Total Hours: 14

Spring Semester Courses
HPOT 6260 Capstone 2: Project Proposal
HPOT 6261 Professional Seminar III
HPOT 6361 Healthcare Management
HPOT 6460 Intervention: Biomechanical and Rehabilitative Models II (with non-credit lab)
HPOT 6461 Intervention: Motor Control and Learning Models (with non-credit lab)

Total Hours: 15

THIRD YEAR

Summer Semester Courses
HPOT 6970 Fieldwork II: 1

Total Hours: 9

Fall Semester Courses
HPOT 6180 Capstone 3: Project Coordination
HPOT 6980 Fieldwork II: 2
Doctor of Occupational Therapy (OTD) Course Descriptions

HPOT 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,0) An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

HPOT 6151 Professional Seminar II (1:1:0,F) Expands prior knowledge of professional roles and responsibilities. Focuses on promotion of the distinct value of occupational therapy through effective communication, collaboration, and leadership. Includes topics such as advocacy, interprofessional collaboration, and education.

HPOT 6180 Capstone 3: Project Coordination (1:1:0,O) Builds on previous capstone courses to finalize doctoral capstone objectives and evaluation plan. Focus is confirmation of the completion of all preparatory activities including coordination with capstone mentor.

HPOT 6190 Professional Seminar IV (1:1:0,F) Expands prior knowledge of professional roles and responsibilities. Focus is preparation for the national certification examination. Includes topics such as examination procedures, licensure process, and ongoing professional development.

HPOT 6210 Introduction to Occupational Therapy (2:3:0,F) Provides an overview of the history of the profession of occupational therapy and introduces students to key resources of the profession (e.g., Occupational Therapy Practice Framework, Occupational Therapy Code of Ethics, professional organizations). Focuses on occupational therapy's role in influencing health and well-being through engagement in occupation. Includes topics such as philosophical base, factors impacting ongoing development of the profession, domain of occupational therapy, and personal professional development.

HPOT 6220 Biomechanical Foundations (2:1:3,F) Provides an overview of the organization and function of the musculoskeletal system. Focuses on the analysis of normal human movement and the influence of motion on occupational performance. Includes topics such as range of motion, goniometry, and manual muscle testing.

HPOT 6231 Professional Seminar I (2:2:0,F) Examines the roles and interactions of various stakeholders (e.g., consumers, policymakers, insurers, practitioners) with regards to the profession of occupational therapy. Focuses on the influence of sociocultural, socioeconomic, and sociopolitical factors on the profession and practice of occupational therapy. Includes topics such as legislation and regulatory bodies; advocacy; professional ethics; professional organizations; and strategies for ongoing professional development.

HPOT 6240 Intervention: Developmental and Learning Models II (2:1:0:20,F) Expands prior knowledge of theories, models of practice, and frames of reference whose primary domain of concern relate to human development and learning. Focuses on the use of theoretical approaches to guide and inform the intervention process for persons, groups, and/or populations that includes a faculty supervised field experience. Includes topics such as evidence-based interventions, practice skills, intervention process, and outcomes.

HPOT 6241 Evaluation: Biomechanical and Rehabilitative Models (2:2:4,F) Examines theories, models of practice, and frames of reference whose primary domain of concern relate to restoration and compensation of movement and function in context. Focuses on the use of theoretical approaches to guide the evaluation process for persons, groups, and/or populations. Includes topics such as functional impairments associated with various conditions (e.g. orthopedic, soft tissue, degenerative, spinal cord and nerve injuries) administration of assessments, and interpretation of assessment findings.

HPOT 6250 Capstone 1: Project Development (2:2:0,F) Examines the purpose and responsibilities of the doctoral capstone process. Focuses on a description of concentration areas, capstone project expectations, and capstone experiences responsibilities. Includes topics such as selection of area of interest, literature review, needs assessment, and project design.

HPOT 6260 Capstone 2: Project Proposal (2:2:0,F) Builds on previous capstone course to refine the development of the capstone project and experience. Focuses on the completion of a capstone proposal that includes a literature review, needs assessment, goals with objectives, and an evaluation plan. Includes topics such as scholarly projects, program development, and grant proposals.

HPOT 6261 Professional Seminar III (2:2:0,F) Expands prior knowledge of professional roles and responsibilities. Focuses on promotion of the distinct value of occupational therapy through effective communication, collaboration, and leadership. Includes topics such as supervision, education, licensure, and certification.

HPOT 6321 Occupation-Based Theories (3:3:0,F) Examines the philosophical, theoretical, and professional concepts that are foundational to occupational therapy. Focuses on evaluation and application of occupation-based theories utilized in occupational therapy practice. Includes topics such as theory-development; theory-driven practice; role of occupation in health; and domain of occupational therapy.

HPOT 6322 Occupational Therapy Process (3:3:0,F) Examines the occupational therapy process (i.e., evaluation, intervention, targeting in outcomes). Focuses on the domain and process of occupational therapy with regard to a current and emerging service delivery models (e.g., direct service, case management, telehealth). Includes topics such as documentation, interprofessional collaboration, and population health programs.

HPOT 6330 Neurological Foundations (3:3:0,F) Provides an overview of the organization, functions, and pathologies of the central nervous system. Emphasis is on "system-level neuroanatomy (e.g., motor and sensory pathways) and regional neuroanatomy (e.g., organization of spinal cord, brainstem, cerebral cortex). Additional topics include: information processing by neurons (e.g., axon physiology, synaptic neurotransmission, and plasticity) and description of a number of neurological disorders that have clinical relevance to occupational therapists.

HPOT 6332 Research I (3:3:0,F) Examines the research process from the perspectives of a consumer of an contributor to research. Focuses on resources and skills for evidence based practice. Includes topics such as levels of evidence; literature review and critique; research questions, design and methodology; quantitative and qualitative data analysis; results and implications.

HPOT 6341 Intervention: Cognitive and Behavioral Models (3:2:3,F) Expands prior knowledge of theories, models of practice, and frames of reference whose primary domain of concern relate to cognition, psychosocial function, and/or behavioral health. Focuses on the use of theoretical approaches to
guide and inform the intervention process for persons, groups, and/or populations that includes a faculty supervised field experience. Includes topics such as evidenced-based interventions, practice skills, intervention process, and outcomes.

HPOT 6350 Research II (3:3:0,F) Expands prior knowledge of the research process with an emphasis on outcomes research. Focuses on production and use of evidence for practice. Includes topics such as critically appraised papers and topics; quantitative and qualitative research; operationalization of intervention methods; and dissemination of research.

HPOT 6361 Healthcare Management (3:3:0,F) Provides a comprehensive review of factors that influence design, structure, and operation of contemporary healthcare organizations. Focuses on the internal and external dynamics of healthcare organizations. Includes topics such as management and organizational theory; reimbursement; supervision; career planning.

HPOT 6420 Evaluation: Developmental and Learning Models (4:3:3,F) Examines theories, models of practice, and frames of reference whose primary domains of concern relate to human development and learning. Focuses on the use of theoretical approaches to guide and inform the intervention process for persons, groups, and/or populations. Includes topics such as functional impairments associated with various conditions (e.g., sensory processing disorder, developmental coordination disorder, developmental disabilities, learning disabilities), administration of assessments, and interpretation of assessment findings.

HPOT 6430 Intervention: Developmental and Learning Models I (4:3:3,F) Expands prior knowledge of theories, models of practice, and frames of reference whose primary domain of concern relate to human development and learning. Includes topics such as evidenced-based interventions, practice skills, intervention process, and outcomes.

HPOT 6431 Evaluation: Cognitive and Behavioral Models (4:3:3,F) Examines theories, models of practice, and frames of reference whose primary domain of concern relate to cognition, psychosocial function, and/or behavioral health. Focuses on the use of theoretical approaches to guide the evaluation process for persons, groups, and/or populations. Includes topics such as include functional impairments associated with various conditions (e.g., psychiatric illness, behavioral disorders, dementia, brain injury), administration of assessments, and interpretation of assessment findings.

HPOT 6450 Intervention: Biomechanical and Rehabilitative Models I (4:3:3,F) Expands prior knowledge of theories, models of practice, and frames of related to restoration and compensation of movement and function in context. Focuses on the use of theoretical approaches to guide and inform the intervention process for persons, groups, and/or populations. Includes topics such as evidenced-based interventions, practice skills, intervention process, and outcomes.

HPOT 6451 Evaluation: Motor Control and Motor Learning Models (4:3:3,F) Examines theories, models of practice, and frames of reference related to facilitation of movement and function in context. Focuses on the use of theoretical approaches to guide the evaluation process for persons, groups, and/or populations affected by neuropathology. Includes topics such as functional impairments associated with various conditions (e.g. neurodegenerative disorders, sequela post-acute and chronic neurological lesions, congenital and developmental disabilities) administration of assessments, and interpretation of assessment findings.

HPOT 6460 Intervention: Biomechanical & Rehabilitative Models II (4:3:3,F) Expands prior knowledge of theories, models of practice, and frames of reference related to restoration and compensation of movement and function in context. Focuses on the use of theoretical approaches to guide and inform the intervention process for persons, groups, and/or populations with an emphasis on hand and upper extremity. Includes topics such as evidenced-based interventions, practice skills, intervention process, and outcomes.

HPOT 6461 Intervention: Motor Control and Motor Learning Models (4:3:3,F) Expands prior knowledge of theories, models of practice, and frames of reference related to rehabilitation of clients with neuropathology across the lifespan. Focuses on use of theoretical approaches to guide and inform the intervention process for persons, groups, and/or populations. Includes topics such as evidenced-based interventions, practice skills, intervention process, and outcomes.

HPOT 6510 Human Anatomy (5:6:10,F) Provides an integrated study of gross human anatomy that includes morphology as well as developmental and histological aspects of the body. Primary lab activity is regional dissection of human cadaver with emphasis on the musculoskeletal, nervous, circulatory and respiratory systems.

HPOT 6970 Fieldwork II:1 (9:0:0,F) A full-time, supervised clinical experience for 12 weeks (480 hours). Focus is entry-level practice skills including: use of occupational therapy process and clinical reasoning skills; working with individuals and groups; clinical administration; management of services; and application of purposeful and meaningful occupation and research.

HPOT 6980 Fieldwork II:2 (9:0:0,F) A full-time, supervised clinical experience for 12 weeks (480 hours). Focus is entry-level practice skills including: use of occupational therapy process and clinical reasoning skills; working with individuals and groups; clinical administration; management of services; and application of purposeful and meaningful occupation and research.

HPOT 6990 Capstone 4: Project Implementation (9:8:0,F) A full-time, mentored doctoral capstone experience for 14 weeks (560 hours). Focuses on completion and dissemination of doctoral capstone (i.e., project and experience) that demonstrates synthesis of in-depth knowledge in a focused area of study.
Post Professional Doctor of Occupational Therapy (OTDP)

The Accreditation Council for Occupational Therapy Education (ACOTE) does not offer accreditation for post-professional programs in occupational therapy, such as the post professional Doctor of Occupational Therapy (PP-OTD).

Program Description

The post professional Doctor of Occupational Therapy (PP-OTD) program is designed for licensed occupational therapists who possess a bachelor’s or master’s degree in occupational therapy. The PP-OTD provides these licensed occupational therapists an opportunity to elevate their professional degree to the doctoral level. The PP-OTD is designed for licensed occupational therapist who would like to keep up with trends in the profession, as well as, enhance their skills and career opportunities by earning a doctoral degree.

Admission to the Program

Applications are accepted for admission for the Fall, Spring and Summer semesters. Application deadlines are July 1 for Fall, November 1 for Spring, and April 1 for Summer. Applicants must complete and submit the application for admission online at http://www.ttuhsc.edu/health-professions.

Application Process

The following requirements must be met to be eligible for admission to the PP-OTD program:

- License to practice occupational therapy within the U.S. with documentation to be submitted with application
- Applicants must have a minimum of one year of clinical practice in the United States as a licensed occupational therapist
- Either a bachelor’s or master's degree in occupational therapy
- All official college transcripts, including undergraduate, occupational therapy program, graduate and any other university course work
- A minimum 3.0 GPA on a 4.0 scale
- At least one supporting letter of recommendation from a current or former employer or a professional colleague in the field of occupational therapy
- Resume listing professional experience
- Essay about personal professional goals in 500 words or less
- TOEFL or IELTS scores (internationally trained applicants from non-English speaking countries only). Writing skill scores are strongly preferred to be at or above 24.
- Applicants may be offered the opportunity to interview, if they so choose, in order to demonstrate appropriateness for admission to the PP-OTD program.

PP-OTD Curriculum

Students with a master’s degree in occupational therapy are required to complete 27 semester credit hours. Students with a bachelor’s degree in occupational therapy are required to complete 33 semester credit hours. All students are required to take the 7 core (required) courses. Students with a master’s degree in occupational therapy choose 2 electives and students with a bachelor’s degree in occupational therapy choose 4 electives. All courses are taught online. Most courses will be taught at least once per year. Students are required to successfully complete at least two courses within each academic year. While each student’s curriculum is
flexible, it is expected that course work requirements for the PP-OTD degree be completed within five years. Each student will design a degree plan on admission to the program in conjunction with the Program Director.

**Required Courses:**

Professional Seminar

Current Issues in Occupational Therapy Practice

Practice-Based Scholarship

Evidence for Practice

Outcomes Measurement

Capstone 1: Project Proposal

Capstone 2: Project Implementation and Evaluation

**Elective Courses:**

Principles of Management and Leadership in Healthcare

Health Insurance and Reimbursement

Curriculum Design and Teaching in Health Professions

Educational Evaluation in Health Professions

Health and Wellness Promotion

Independent Study

**Capstone Description**

The capstone courses provide the student with the opportunity to develop advanced skills through in-depth exposure in one of the following areas of concentration: clinical practice skills, research skills, leadership, program and policy development, advocacy, and education. The doctoral capstone is a 2 course learning experience that includes the planning, implementation, and systematic evaluation demonstrating the synthesis of knowledge gained in the specific concentration area.

Students will identify an area of concentration and faculty capstone supervisor prior to the enrollment in the first capstone course. During the first capstone course, the student will work with his or her capstone faculty supervisor to develop a capstone project proposal that includes individual objectives, evaluation methods, timeline for completion, and plan for dissemination of findings. Approval of the capstone project proposal is required for the successful completion of the first capstone course. Following faculty supervisor approval, the program director will be responsible for the ultimate review and approval of all capstone proposals.

During the second capstone course, the faculty supervisor provides supervision as the student implements the capstone project and disseminates findings. The implementation, evaluation, and dissemination of the project is required for the successful completion of the second capstone course.

**Post Professional Doctor of Occupational Therapy (OTDP) Course Descriptions**

**HPOT 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

**HPOT 7301 Principles of Management and Leadership in Healthcare (3:3:0,O)** The emphasis of this course is on understanding the principles of management and leadership theory and application in health organizations. Topics include personality assessments, leadership competencies and skills, leadership models, outcomes measurement, and ethics in health leadership. Key concepts of management, including planning, organizing, decision making, motivation, and communication will be addressed.

**HPOT 7302 Health Insurance and Reimbursement (3:3:0,O)** This course provides an overview of health insurance, including public and private payers, self-funded insurance, managed care, health insurance markets, and policy changes that impact these areas. In addition, the course will cover healthcare payment systems and reimbursement methods of various payers in the health services marketplace.

**HPOT 7303 Curriculum Design and Teaching in Health Professions (3:3:0,O)** This course discusses the theories and applications of curriculum design, emphasizing applications to entry-level and post-professional educational settings in Physical Therapy. Students are exposed to core theories,
principles and applications that relate to teaching occupational therapy students and professionals.

HPOT 7304 Educational Evaluation in Health Professions (3:3:0,O) This course will discuss educational evaluation theory and tools, emphasizing methods of objective and performance-based evaluation. Students will learn to draft specific evaluation measures used in an educational setting.

HPOT 7305 Health and Wellness Promotion (3:3:0,O) This course focuses on the theories and practice of health promotion and wellness and is designed to assist students in acquiring the knowledge, skills, an tools they need to successfully integrate health promotion and wellness into physical therapy practice. Students will complete health promotion and wellness modules on topics such as: health promotion in physical therapy practice; individual and societal determinants of health and wellness; theories of behavior change; techniques for patient education and counseling in the areas of lifestyle change, physical activity, nutrition, and weight management. A major focus is on learning to use behavior modification techniques to help motivate and support lifestyle changes, improve health, and prevent disease. As part of this course, students will research and develop a health promotion intervention that can be delivered in their physical therapy practice setting.

HPOT 7350 Professional Seminar (3:3:0,O) Explores the growth of the profession of occupational therapy and implications for professional development. Focuses on the investigation of current and future career pursuits. Includes topics such as strengths assessment, leadership, scholarship, education, and professional organizations.

HPOT 7351 Current Issues in Occupational Therapy Practice (3:3:0,O) Examines issues that impact the delivery of occupational therapy services in health and other systems. Focuses on the confluence of sociocultural, socioeconomic, and sociopolitical factors impacting the profession and practice of occupational therapy. Includes topics such as federal and state legislation and regulation; ethics; advocacy; interprofessional collaboration; and promotion of distinct value of occupational therapy.

HPOT 7352 Practice-Based Scholarship (3:3:0,O) Learn methods to support the systematic examination of everyday practice. Focuses on the investigation of a problem relevant to current practice. Includes topics such as identification of a practice question, systematic measurement of specified aspects of practice, data collection and analysis methods, and the dissemination of findings.

HPOT 7353 Evidence for Practice (3:3:0,O) Learn strategies to identify, analyze, and utilize evidence. Focuses on the utilization of resources to identify peer-reviewed evidence and development of strategies to interpret and evaluate findings. Includes topics such as levels of evidence; theoretical basis; quantitative and qualitative research design, and basic statistics.

HPOT 7354 Outcomes Measurement (3:3:0,O) Learn methods to measure the effectiveness of interventions. Focuses on the utility and value of functional assessment. Includes topics such as occupation-based tools; reliability and validity; and reimbursement.

HPOT 7370 Independent Study (3:3:0,O) This independent study course is designed to meet the student's needs and/or interest. Instructor approval required prior to enrollment. Note: Required elective if doctoral project is a research project.

HPOT 7390 Capstone 1: Project Proposal (3:3:0,O) Provides a description of concentration areas and doctoral capstone expectations. Focuses on the completion of a capstone proposal that includes a problem statement, literature review, theoretical basis, goals with objectives, and an evaluation plan.

HPOT 7391 Capstone 2: Project Implementation and Evaluation (3:3:0,O) Focuses on completion and dissemination of a mentored, doctoral capstone project that demonstrates synthesis of in-depth knowledge in a focused area of study. NOTE: Requires completion of all core coursework.
Doctor of Philosophy in Rehabilitation Science (PhD RS)

Program Description

Rehabilitation Science is an interdisciplinary field of study that investigates theories and practices that contribute to improving the quality of life of individuals who have functional limitations caused by health conditions that affect communication and/or movement. The program is designed to prepare students with the knowledge and abilities to perform in academic, research, and industrial positions. In addition, the program prepares students to meet demands at local, state, regional, and national levels for doctoral level scholars.

The program offers concentrations in Communication Sciences and Disorders (CSD) and Movement Sciences and Disorders (MSD). Students in the CSD concentration can choose specializations in audiology/hearing science or speech-language pathology/speech science. Students in the MSD concentration select academic and research emphases to develop customized areas of expertise. This PhD program is offered only in Lubbock, Texas, and is not a distance education program. Students who do not live in Lubbock are expected to travel to Lubbock when necessary/required.

Admission to the Program

Applications for admission should be submitted by February 1 for the Summer semester, March 15 for the Fall semester, and October 15 for the Spring semester.

Admission to the Doctor of Philosophy in Rehabilitation Science program is competitive and is based in part on the candidate’s academic record, professional experiences, goals, interests, GRE scores, and potential to substantively contribute to the field of rehabilitation science. The following is required for an individual to be considered for the PhD RS program:

- A graduate degree in a rehabilitation science or related discipline is required. Up to 24 credit hours may be transferred from another graduate program in a rehabilitation science discipline and up to 12 hours may be transferred from a graduate program in a related discipline.
- Official transcripts that reflect the earned degree and a minimum GPA of 3.0 out of 4.0 or higher for all degrees
- Competitive GRE scores (official copy with verbal, quantitative, and writing scores)
- Three letters of recommendation
- A letter of intent describing research interests, career goals, and relevant experiences
- A sample of research writing
- A current résumé or curriculum vitae

Qualified applicants will be interviewed by at least one member of the PhD admissions committee prior to a formal decision about acceptance into the program.

Ph.D. RS Curriculum

The PhD RS program requires the completion of 86 credit hours, including a 38 hour core curriculum that is required of all students and a 36 hour concentration in Communication Sciences and Disorders or in Movement Sciences and Disorders, plus 12 hours of doctoral dissertation.

**REHABILITATION SCIENCE CORE (38 hours)**

HPPH 7301 Foundations of Rehabilitation Science
TEACHING (8 hours)

HPPH 7311  Curriculum Design & Teaching
HPPH 7312  Educational Evaluation
HPPH 7113  Teaching Apprenticeship I
HPPH 7114  Teaching Apprenticeship II

RESEARCH DESIGN & STATISTICS (9 hours)

HPPH 7321  Research Design & Statistics
HPPH 7322  Intermediate Statistics
HPPH 7323  Selected Topics in Statistics
or other approved statistics course

TECHNICAL WRITING (6 hours)

HPPH 7331  Writing for Publication
HPPH 7332  Writing for Grants
or other approved technical writing course

RESEARCH METHODS (6 hours)

Students will select from the following courses:

HPPH 7341  Methods in Hearing Sciences & Audiology Research I
HPPH 7342  Methods in Hearing Sciences & Audiology Research II
HPPH 7343  Methods in Speech Sciences & Speech-Language Pathology Research I
HPPH 7344  Methods in Speech Sciences & Speech-Language Pathology Research II
HPPH 7345  Methods in Clinical Anatomy Research
HPPH 7346  Methods in Clinical Behavior Research
HPPH 7347  Methods in Clinical Biomechanics Research
HPPH 7348  Methods in Clinical Musculoskeletal Rehabilitation Research
HPPH 7349  Methods in Clinical Postural Control Research
or other approved research methods course

RESEARCH (6 hours)

HPPH 7099  Research
Communication Sciences & Disorders

Students in the Communication Sciences & Disorders concentration will take prescribed courses based on an area of specialization (24 hours) related to one of the following areas:

- Audiology
- Hearing Science
- Speech-Language Pathology
- Speech Science

and elective courses (12 hours) that will be approved in consultation with the faculty advisor and planning committee.

Movement Sciences & Disorders

Students in the Movement Sciences & Disorders concentration will take the following prescribed courses (24 hours):

- HPPH 7581      Gross Anatomy
- HPPH 7482      Pathophysiology
- HPPH 7383      Biomechanics
- HPPH 7384      Neuroscience
- HPPH 7385      Motor Control in Orthopaedics
- HPPH 7386      Computer Methods in Rehabilitation Science Research

three research seminar courses from the following:

- HPPH 7191      Seminar in Clinical Anatomy Research
- HPPH 7192      Seminar in Clinical Behavior Research
- HPPH 7193      Seminar in Clinical Biomechanics Research
- HPPH 7194      Seminar in Clinical Postural Control Research
- HPPH 7195      Seminar in Clinical Musculoskeletal Rehabilitation Research

and elective courses (12 hours) that will be approved in consultation with the faculty advisor and planning committee.

Doctoral Dissertation (12 hours)

- HPPH 8000 and 8001      Doctoral Dissertation

Additional Requirements for Graduation

- Successful completion of a supervised research project concurrent with HPPH 7099 Research
- Successful completion of a comprehensive qualifying examination for admission to candidacy after the completion of coursework and the supervised research project
Doctor of Philosophy in Rehabilitation Science (PhD RS) Course Descriptions

HPAT 5208 Nutrition and Enhanced Sports Performance (2:2:0:0) Survey of the concepts of sports nutrition germane to the patient/client and the role of dietary supplements and performance enhancing substances in the recovery and return to participation process.

HPAT 5209 Clinical Practice I (2:1:17-27,O) A directed and supervised clinical education opportunity consisting of simulation, observation, and an athletic training clinical experience (including a one-week immersive experience). Contact hours may vary based on the clinical placement.

HPAT 5211 Evidence-Based Practice (2:2:5:0,0) This course prepares students to critically appraise peer-reviewed scientific literature, develop the knowledge and skills needed for evidence-based practice, and apply evidence to athletic training practice. The goal of the course is for students to become confident consumers of scientific literature and be able to perform all steps involved in evidence-based practice.

HPAT 5212 Clinical Practice II (2:1:27,F) A directed and supervised athletic training clinical experience including a one week immersive experience and mini-rotations in orthopedic and non-orthopedic medicine. *An immersive clinical experience is a practice-intensive experience allowing students the opportunity to engage in the totality of care provided by athletic trainers. Contact hours may vary based on the clinical placement.

HPAT 5213 Behavioral Medicine (2:4:0,F) Exploration of the development and integration of behavioral, psychosocial, and biomedical science knowledge and techniques relevant to the understanding of health and illness. Content will include the application of this knowledge and these techniques to prevention, diagnosis, treatment and rehabilitation as it relates to the athletic trainer. Co-requisite HPAT 5328.

HPAT 5306 Advanced Therapeutic Interventions (3:2:5:3,F) Advanced application of musculoskeletal injury prevention and management techniques and strategies. Includes the use and application of advanced therapeutic and corrective exercise, functional and activity specific exercise, performance enhancement strategies, movement training, soft tissue techniques, and contemporary interventions.

HPAT 5310 Health Care and Business Administration (3:6:0,F) Business principles and concepts associated with health care are examined in relation to the practicing athletic trainer. Topics include business processes common to all business entities with an emphasis on the unique aspects of healthcare delivery, compliance, payment and daily operational tasks. Co-Requisite HPAT 5328.

HPAT 5325 Lower Quarter Assessment and Manual Therapy (3:2:5:3,0) This course focuses on patient evaluation, assessment and manual intervention of musculoskeletal conditions in the lower quarter as it relates to functional limitation and movement dysfunction.

HPAT 5327 Therapeutic Interventions (3:2:5:3,0) An introduction into integrated management and prevention of musculoskeletal injuries. Includes the use and application of basic therapeutic and corrective exercise techniques, motor control & proprioceptive skills, and therapeutic modalities.

HPAT 5330 Primary Care and Clinical Pathology (3:1:5:3,F) A classroom and practical study of the athletic trainer’s role in the primary care of patients. Emphasis is placed on the study of clinical pathology to understand the cause/effects of disease/illness, management and intervention strategies for disease/illness, including evaluation and analysis of diagnostic assessments, pharmacological therapies, and return to participation criteria.

HPPH 7010 Independent Study (1-9:0:1-9,F) This course involves an independent project designed to meet the student’s needs. Possible experiences include a library research project or paper, course/laboratory review, teaching materials preparation, administration or teaching participation, laboratory manual development, or an administration, teaching, clinical or research activity.

HPPH 7020 Special Topics (1-3:0:1-3,F) Selected topics of interest in rehabilitation science.

HPPH 7099 Research (1-9:0:1-9,F) Students will participate in rehabilitation science research while under faculty supervision.

HPPH 7113 Teaching Apprenticeship I (1:0-0,F) Students will participate in the teaching of a course in rehabilitation science while under faculty supervision.

HPPH 7114 Teaching Apprenticeship II (1:0-0,F) Students will participate in the teaching of a course in rehabilitation science while under faculty supervision.

HPPH 7191 Seminar in Clinical Anatomy Research (1:1:0,F) Selected topics in clinical anatomy research explored through reading and discussion.

HPPH 7192 Seminar in Clinical Behavior Research (1:1:0,F) Selected topics in clinical behavior research explored through reading and discussion.

HPPH 7193 Seminar in Clinical Biomechanics Research (1:1:0,F) Selected topics in clinical biomechanics research explored through reading and discussion.

HPPH 7194 Seminar in Clinical Postural Control Research (1:1:0,F) Selected topics in clinical postural control research explored through reading and discussion.

HPPH 7195 Seminar in Clinical Musculoskeletal Rehabilitation Research (1:1:0,F) Selected topics in musculoskeletal rehabilitation research explored through reading and discussion.

HPPH 7301 Foundations of Rehabilitation Science (3:3:0,F) This course introduces students to rehabilitation science as an academic discipline including historical perspectives, philosophical approaches, and contemporary research needs. Additional topics may include teaching, research, and administration issues that are relevant to the professional development of an academic scholar in rehabilitation science.

HPPH 7311 Curriculum Design and Teaching (3:3:0,H) This course discusses the theories and applications of curriculum design, emphasizing applications to entry-level and post-professional rehabilitation science educational settings. Students are exposed to core theories, principles and applications that relate to teaching rehabilitation science students and professionals.

HPPH 7312 Educational Evaluation (3:2:0,H) This course will discuss educational evaluation theory and tools, emphasizing methods of objective and performance-based evaluation. Students will learn to draft specific evaluation measures used in an educational setting.

HPPH 7321 Research Design & Statistics (3:3:0,F) Introductory concepts of research design and statistics for rehabilitation scientists.

HPPH 7322 Intermediate Statistics (3:3:0,F) Intermediate concepts of statistics for rehabilitation scientists. Prerequisite: HPPH 7321 or approval.

HPPH 7323 Selected Topics in Statistics (3:3:0,H) Selected topics in statistics for rehabilitation scientists. Prerequisite: HPPH 7322 or approval.
HPPH 7331 Writing for Publication (3:0:0,F) This course will increase understanding of scientific manuscript preparation suitable for publication in rehabilitation science journals.

HPPH 7332 Writing for Grants (3:3:0,F) This course is designed to increase understanding of internal/external funding mechanisms and to provide training to Ph.D. students in grant preparation and funding opportunities. Topics include discussion about various types of external and internal funding opportunities, focusing on NIH and NSF funding, components of grant proposals, currently available grant writing resources, ethical issues related to grant writing, and budgeting and planning skills.

HPPH 7341 Methods in Hearing Sciences and Audiology Research I (3:0:0,F) Methods and laboratory techniques in the area of hearing science and/or audiology research.

HPPH 7342 Methods in Hearing Sciences and Audiology Research II (3:0:0,F) Methods and laboratory techniques in the area of hearing science and/or audiology research.

HPPH 7343 Methods in Speech Sci and Speech-Language Pathology Research I (3:0:0,F) Methods and laboratory techniques in the area of speech science and/or speech-language pathology research.

HPPH 7344 Methods in Speech Sci and Speech-Language Pathology Research I (3:0:0,F) Methods and laboratory techniques in the area of speech science and/or speech-language pathology research.

HPPH 7345 Methods in Clinical Anatomy Research (3:0:0,F) Methods and laboratory techniques in clinical anatomy research.

HPPH 7346 Methods in Clinical Behavior Research (3:0:0,F) Methods and laboratory techniques in clinical behavior in rehabilitation research.

HPPH 7347 Methods in Clinical Biomechanics Research (3:0:0,F) Methods and laboratory techniques in clinical biomechanics research.

HPPH 7348 Methods in Clinical Musculoskeletal Rehabilitation Research (3:0:0,H) Methods and laboratory techniques in clinical musculoskeletal research.

HPPH 7349 Methods in Clinical Postural Control Research (3:0:0,F) Methods and laboratory techniques in clinical postural control research.

HPPH 7361 Evidence-Based Practice in Communication Disorders (3:3:0,F) This course is designed to prepare students for understanding and conducting research in speech, language, and hearing sciences. Topics may include how to conduct and write a literature review, how to critically evaluate research, how to present research findings at professional meetings, and how to apply research findings in evidence-based practice.

HPPH 7362 Advanced Auditory Research (3:3:0,F) Seminar devoted to the understanding of frontier knowledge in the area of auditory research and to applying the knowledge in developing and performing research projects. May be repeated as topic varies.

HPPH 7363 Seminar in Language and Culture (3:3:0,F) Selected topics on language and culture will be explored through reading of current research in the field. Topics include psycholinguistics, sociolinguistics, dialects, language variations, bilingualism, multicultural and multilingual communication, speech perception and production, and language development. May be repeated as topic varies.

HPPH 7364 Seminar in Speech Perception (3:3:0,F) Seminar devoted to the area of understanding speech. Topics will include research and clinical application of speech perception studies. May be repeated as topic varies.

HPPH 7365 Advanced Auditory Research II (3:3:0,F) Seminar devoted to the understanding of frontier knowledge in the area of auditory research and to applying the knowledge in developing and performing research projects. May be repeated as topic varies.

HPPH 7366 Seminar in Pediatric Audiology (3:3:0,F) Selected studies in infant, child, and adolescent audiology. Studies can include areas such as diagnostic audiology, aural rehabilitation in children, and educational audiology. May be repeated as topic varies.

HPPH 7367 Seminar in Neural Bases of Adult Communication Disorders (3:3:0,F) Seminar devoted to the study of the impact of neurological impairments on the speech, language, cognition, and swallowing abilities of adults. Topics will include the neural basis of dysarthria, apraxia of speech, aphasia, dementia, and dysphagia in adults. Links will be made between neural basis and clinical behavior, as well as evidence based practice interventions.

HPPH 7368 Seminar in Cross-disciplinary Communication Sciences Research (3:3:0,F) Selected studies in communication sciences, offering the opportunity to cross-disciplinary interaction between faculty and students. Studies can include speech-language pathology, audiology, speech science, hearing science, or related fields.

HPPH 7369 Seminar in Treatment for Adult Neurogenic Disorders (3:3:0,F) Seminar devoted to discussing and critically evaluating strategies for people with neurogenic communication disorders. Emphasis will be placed on evaluating efficacy of contemporary intervention techniques with individuals who have adult neurogenic communication disorders.

HPPH 7370 Seminar in Advanced Vestibular Issues (3:3:0,F) Seminar devoted to the area of understanding vestibular and balance issues. Topics include discussions about the physiological basis of the vestibular/balance system, pathophysiology of disorders, methods and evaluation of vestibular rehabilitation, and research in these areas.

HPPH 7371 Seminar in Brain and Language (3:3:0,F) The focus of this seminar is to learn about central issues in brain and language research. Emphasis will be placed on what is known about neurological basis of aphasia. Students will focus on the relationship between brain and language in terms of their scientific and methodological aspects.

HPPH 7372 Seminar in Speech Analysis (3:3:0,F) Seminar focused on analysis of speech from the perspective of production and/or perception. Analysis methods may include acoustic, physiological, linguistic, or perceptual approaches to the speech signals of normal speakers or clinical populations (children or adults), depending upon the interests of the students.

HPPH 7373 Analysis and Processing of Speech Signals (3:3:0,F) Computational analysis and synthesis of speech signals will be covered. Topics may include digital signal processing with MATLAB, analysis of frequency and temporal properties of phones, words and sentences; coding for speech recognition; speech quality analysis; and building speech-based stimuli for experiments.

HPPH 7374 Seminar in Dysphagia (3:3:0,F) Seminar focused on discussing and critically evaluating strategies for individuals with dysphagia. Evaluation strategies will be examined for validity, and intervention strategies will be evaluated for efficacy.

HPPH 7383 Biomechanics (3:3:0,H) Biomechanics of the musculoskeletal system and integrated human movement with clinically relevant applications.

HPPH 7384 Neuroscience (3:3:0,F) Functions and pathologies of the central nervous system (CNS) as a basic science course in the neurorehabilitation curriculum. The emphasis will be on "systems-level neuroanatomy, "i.e., functional neuroanatomy (e.g., motor and sensory pathways) and regional neuroanatomy (e.g., organization of spinal cord, brainstem, cerebral cortex, etc.). In addition, information processing by neurons will be addressed by coverage of axon physiology, synaptic neurotransmission and plasticity. The course will first survey the anatomical organization of the CNS, then sensory
and motor functions of the CNS, and finish with a description of a number of neurological disorders that have clinical relevance to rehabilitation clinicians.

HPPH 7385 Motor Control in Orthopaedics (3:3:0,H) This course will address theory and application of motor control and learning principles to orthopaedic clinical practice. This course will emphasize motor control strategies associated with musculoskeletal function, and motor control dysfunction associated with orthopaedic pathologies. This course will integrate concepts from exercise science and experimental psychology for the explanation of relevant issues concerning motor learning and control for the orthopaedic patient. Additionally, patient management strategies derived from these principles will be discussed.

HPPH 7386 Computer Methods in Rehabilitation Science Research (3:3:0,F) This course provides an introduction to problem solving and custom program development in MATLAB for rehabilitation science research.

HPPH 7482 Pathophysiology (4:4:0,H) This course provides a survey of clinical pathophysiology and covers key concepts related to the function and biological control of cells, tissues, organs, and body systems as well as structural and functional changes in cells, tissues and organs that underlie human disease. Basic principles of pathophysiology are addressed with focus on the cause, development, progress, and consequences of diseases related to the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems.

HPPH 7581 Gross Anatomy (5:6:10,F) An integrated study of gross human anatomy embodying gross morphology and coordinating with developmental and histological aspects of the body. Included is regional dissection with emphasis on the musculoskeletal, nervous, circulatory and respiratory systems.
Bachelor of Science in Speech, Language, and Hearing Sciences (SLHS)

Program Description

The Bachelor of Science in Speech, Language, and Hearing Sciences Program provides students with an academic and clinical foundation to understand and improve the communication skills of people with developmental or acquired communication disorders. After completing this 2-year, upper-division undergraduate program, graduates can obtain a job in a variety of fields (e.g., speech-language pathology assistant, hearing aid dispenser, early intervention specialist, child care provider, activities director, case worker). Graduates can also pursue advanced education in fields such as speech-language pathology, audiology, education, or healthcare administration.

Essential Functions

To successfully complete the undergraduate program in the Department of Speech, Language, and Hearing Sciences, an individual must meet the following technical standards:

1. **Observation:** Observe patients’ activity and behavior accurately during assessment and treatment procedures. Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.

2. **Communication:** Communicate professionally (orally and in writing) as required for course work and clinical practicum to ensure patient safety. Use technology to meet requirements of courses and clinical practicum (e.g., computer skills including but not limited to internet access, word processing and spreadsheet programs, learning management systems, and electronic health records).

3. **Cognition:** Comprehend, integrate, and synthesize a large body of information in a short period of time. Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to ensure patient safety. Accurately self-assess clinical skills and academic performance.

4. **Social Behavioral Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients’ families during clinical and academic interactions. Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations. Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

5. **Motor Skills:** Sustain necessary physical activity level required for classroom and clinical activities during the defined workday. Efficiently manipulate testing and treatment environment, materials, and equipment. Access transportation to attend academic courses.

Admission to the SLHS Program

The SLHS programs begin in the fall semester each year. Please visit [https://www.ttuhsc.edu/health-professions/admissions/application.aspx](https://www.ttuhsc.edu/health-professions/admissions/application.aspx) SHP Application for deadline information. An application must be verified and all other requirements must be received by the deadline. Priority in application review and admission into the program will be given to those applicants who have verified and completed applications by April 1st. Applications completed between April 1st and July 1st will be reviewed in order of completion and only considered for admission if there is still availability in the cohort. Class enrollment is limited. Students are required to adhere to all policies as outlined by the Department of Speech, Language, and Hearing Sciences, the School of Health Professions, and Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook.

Application Process

[http://www.ttuhsc.edu/health-professions/admissions/application.aspx](http://www.ttuhsc.edu/health-professions/admissions/application.aspx)
Minimum admission requirements include:
- Completion of the online application
- A minimum cumulative GPA of 2.50 on a 4.0 scale
- Minimum 2.50 prerequisite GPA
- Proof of appropriate immunizations against infectious diseases

**Prerequisite Course Requirements**
Prerequisite courses for the undergraduate program include the following, or their approved equivalents. These courses may be completed at any accredited college or university. The department reserves the right to change course requirements without notice.

**Texas Common Core Requirements (42 minimum hours)**
Information on the Texas Common Core curriculum can be found at [https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx](https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx).

Note: For the Natural Sciences requirement, our department requires one Life Science course (animal biology, human anatomy and physiology, or genetics) and one Physical Science course (physics or chemistry).

For the Core Component/Area Option courses, our department requires 6 additional credit hours in the Social & Behavioral Science/Individual or Group Behavior category.

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<thead>
<tr>
<th>Additional Prerequisite Courses (21 minimum hours)</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>Technical Writing</td>
<td>3</td>
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<tr>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>Social &amp; Behavioral Science Elective</td>
<td>3</td>
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<tr>
<td>Multicultural</td>
<td>3</td>
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<tr>
<td>General Electives</td>
<td>Variable hours</td>
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<td>Min. Total = 63 hours</td>
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</tbody>
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**SLHS Curriculum**
The following are the departmental course requirements. Academic policies regarding minimum grade performance are cited in the Student Handbook.

**Sample Undergraduate Program**

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>HPSH 3219</td>
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<td>HPSH 3220</td>
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<tr>
<td>HPSH 3422</td>
<td>4</td>
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<tr>
<td>HPSH 3427</td>
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Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPSH 3321</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>HPSH 3322</td>
<td>Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>HPSH 3324</td>
<td>Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>HPSH 3326</td>
<td>Phonetics/Articulation &amp; Phonological Disorders</td>
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<tr>
<td>HPSH 3126</td>
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<tr>
<td>HPSH 3442</td>
<td>Clinical Audiology</td>
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Total Hours = 17

SECOND YEAR

Fall Semester

<table>
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<tr>
<td>HPSH 3221</td>
<td>Clinical Methods</td>
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<tr>
<td>HPSH 4280/90</td>
<td>Clinical Observation: SLP/Audiology</td>
<td>2</td>
</tr>
<tr>
<td>HPSH 4320</td>
<td>Interpersonal Communication for Healthcare Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HPSH 4426</td>
<td>Neural Bases of Speech &amp; Language Disorders</td>
<td>4</td>
</tr>
<tr>
<td>HPSH 4310</td>
<td>Special Topics (pre-SLP)</td>
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<tr>
<td>or</td>
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<tr>
<td>HPSH 4446</td>
<td>Diagnostic Audiology (pre-AuD)</td>
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Total Hours = 14-15

Spring Semester

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<tbody>
<tr>
<td>HPSH 4280/90</td>
<td>Clinical Observation: SLP/Audiology</td>
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</tr>
<tr>
<td>HPSH 4344</td>
<td>Multicultural Issues</td>
<td>3</td>
</tr>
<tr>
<td>HPSH 4410</td>
<td>Basic Sign Language for the Health Professions</td>
<td>4</td>
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<tr>
<td>HPSH 4427</td>
<td>Assessment Procedures in Speech-Language Pathology</td>
<td>4</td>
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</tbody>
</table>

Total Hours = 13

SLHS CURRICULUM

Total Hours = 59

**Bachelor of Science in Speech, Language, and Hearing Sciences (SLHS) Course Descriptions**

**HPSH 1001 Foundations of Interprofessional Collaborative Practice (0:0:0,O)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

**HPSH 3126 Phonetics/Articulation and Phonological Disorders Lab (1:0:1,F)** Lab for practice of advanced clinical transcription skills.
HPSH 3219 Introduction to Audiology (2:2:0,0) A supervised observation of various audiometric procedures and patient types. Discussion of clinical protocols, assessment, and management for individuals with hearing disorders.

HPSH 3220 Introduction to Speech-Language Pathology (2:2:0,0) A supervised observation of clinical assessment and management of individuals with speech and language disorders.

HPSH 3221 Clinical Methods (2:2:0,F) A review of clinical methodologies used in speech-language pathology and audiology, including specific clinical activities, report writing, and professional development.

HPSH 3321 Speech Science (3:3:0,F) An introduction to the production, perception, and processing of speech, including acoustic phonetics.

HPSH 3322 Hearing Science (3:3:0,F) An introduction to the physics of sound, acoustics, and psychoacoustics.

HPSH 3323 Language Development (3:3:0,O) An introduction to current theories of language and language development, including methods of obtaining and analyzing language samples.

HPSH 3324 Language Disorders (3:3:0,F) An emphasis on language disorders across the lifespan. Topics include the nature and etiologies of language disorders, with an overview of the principles of treatment.

HPSH 3326 Phonetics/Articulation and Phonological Disorders (3:3:0,F) The basic principles of assessment and treatment for children and adults with phonological and articulatory disorders.

HPSH 3422 Anatomy & Physiology (4:3:1,O) A study of the anatomical and physiological aspects of speech and hearing in both normal and clinical populations.

HPSH 3427 Phonetics (4:3:1,O) An introduction to production and classification of speech sounds; principles and theories of phonetics; emphasis on development of clinical transcription skills.

HPSH 3442 Clinical Audiology (4:3:1,F) An introduction to hearing assessment techniques and auditory disorders, with adaptation of testing for special populations such as infants, geriatrics, and different language backgrounds. The student will gain proficiency with pure-tone, speech, and impedance testing techniques.

HPSH 4010 Independent Study (1-4:0:1-6,O) A variable credit course used for individualized plans created by the program director. No textbook is required.

HPSH 4280 Clinical Observation: Speech Language Pathology (2:1:1-30,F) A supervised clinical assisting experience. May be repeated for credit.

HPSH 4290 Clinical Observation: Audiology (2:1:1-3,F) A supervised clinical assisting experience. May be repeated for credit.

HPSH 4300 Senior Research Project (3:0:3-6,O) An individual study of a specific problem in one of the areas of speech, language, or hearing disorders. Students are required, in advance of registration, to consult with the instructor and secure approval of the specific project to be pursued.

HPSH 4310 Special Topics in Speech-Language Pathology (3:3:0,F) A discussion of current issues affecting the practice of speech-language pathology in varied work settings.

HPSH 4320 Interpersonal Communication for Health Care Professionals (3:3:0,F) Applies communication theory to real-life encounters with patients and their families during interviewing and counseling, assessment and treatment, and other day-to-day interactions with education and healthcare professionals.

HPSH 4344 Multicultural Issues in Communication Disorders (3:3:0,F) Assessment and management of communication disorders in culturally and linguistically diverse populations. Topics include typical and disordered communication, and perspectives on clinical, theoretical, and research implications.

HPSH 4380 Clinical Experience: Speech Language Pathology (3:2:1-30,F) This course is a supervised clinical assisting experience. It is designed to bridge the gap between theory and practice through hands-on experience.

HPSH 4410 Basic Sign Language for the Health Professions (4:4:0,F) An intensive, introductory course in American Sign Language. Issues related to deaf culture and the use of signs in healthcare settings will be discussed.

HPSH 4426 Neural Bases of Speech, Language and Hearing (4:4:0,O) An exposure to neuroanatomy and neurophysiology through individualized and interactive learning. This course provides strong foundations for future graduate courses in neural aspects of communication including neuroanatomy, neurophysiology, and neuropathologies of speech and language.

HPSH 4427 Assessment Procedures in Speech-Language Pathology (4:3:1,F) The development of competencies in the selection, use, and interpretation of a wide range of speech and language assessment procedures for children and adults from diverse etiologic, cultural, and ethnic groups.

HPSH 4446 Diagnostic Audiology (4:3:1,F) This course will present advanced diagnostic techniques for children and adults including those from diverse populations or with special needs.
Second Degree Bachelor of Science in Speech, Language, and Hearing Sciences

Program Description

The Second Degree Bachelor of Science in Speech, Language, and Hearing Sciences is a post-baccalaureate program for students who have previously completed a 4-year Bachelor’s degree from an accredited university. The program provides students with an academic and clinical foundation to understand and improve the communication skills of people with developmental or acquired communication disorders. Students will enroll in full-time coursework at the TTUHSC Lubbock campus and will physically attend class and participate in clinic. After successfully completing this three-semester program, graduates will be equipped to obtain employment in a variety of fields (e.g., hearing aid dispenser, early intervention specialist, child care provider, activities director, case worker) or to work as a licensed Speech-Language Pathology Assistant (SLP-A) in the state of Texas. Graduates can also pursue advanced education in fields such as speech-language pathology, audiology, education, or healthcare administration.

Essential Functions

To successfully complete the post-baccalaureate undergraduate program in the Department of Speech, Language, and Hearing Sciences, an individual must meet the following technical standards:

1. **Observation:** Observe patients’ activity and behavior accurately during assessment and treatment procedures. Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.

2. **Communication:** Communicate professionally (orally and in writing) as required for course work and clinical practicum to ensure patient safety. Use technology to meet requirements of courses and clinical practicum (e.g., computer skills including but not limited to internet access, word processing and spreadsheet programs, learning management systems, and electronic health records).

3. **Cognition:** Comprehend, integrate, and synthesize a large body of information in a short period of time. Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to ensure patient safety. Accurately self-assess clinical skills and academic performance.

4. **Social Behavioral Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients’ families during clinical and academic interactions. Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations. Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

5. **Motor Skills:** Sustain necessary physical activity level required for classroom and clinical activities during the defined workday. Efficiently manipulate testing and treatment environment, materials, and equipment. Access transportation to attend academic courses.

Admission to the Second Degree SLHS Program

The Second Degree BS SLHS program begins in August of each year and consists of three semesters (fall, spring & summer). The SLHS programs begin in the fall semester each year. Please visit [https://www.ttuhsc.edu/health-professions/admissions/application.aspx](https://www.ttuhsc.edu/health-professions/admissions/application.aspx) SHP Application for deadline information. An application must be verified and all other requirements must be received by the deadline. Priority in application review and admission into the program will be given to those applicants who have verified and completed applications by April 1st. Applications completed between April 1st and July 1st will be reviewed in order of completion and only considered for admission if there is still availability in the cohort. Students are required to adhere to all policies as outlined by the Department of Speech, Language and Hearing Sciences, the School of Health Professions, and Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook.
Application Process
http://www.ttuhsc.edu/health-professions/admissions/application.aspx
Minimum admission requirements include:
- Completion of the online application
- A minimum cumulative GPA of 3.0 on a 4.0 scale
- Proof of appropriate immunizations against infectious diseases

Prerequisite Course Requirements
The following courses are required by the American Speech-Language-Hearing Association (ASHA) and may be fulfilled as part of the Texas Common core curriculum requirements. Information on the Texas Common Core curriculum can be found at https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx.

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
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<tr>
<td>Physical Science (physics or chemistry)</td>
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<tr>
<td>Biological/Life Science (biology of animals, human genetics, or human anatomy &amp; physiology)</td>
<td>3-4</td>
</tr>
<tr>
<td>Social &amp; Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total = 12-14 hours</strong></td>
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Graduates not from Texas Public Universities
A second bachelor’s degree sought by a student who did not graduate from a public Texas university must include the required Texas Common Core Curriculum. Information on the Texas Common Core curriculum can be found at https://www.ttuhsc.edu/health-professions/admissions/texas-common-core.aspx.

Program Requirements
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<tr>
<th></th>
<th>Hours</th>
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<tr>
<td>*Texas Common Core Requirement</td>
<td>42 hours</td>
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<tr>
<td>*American Speech-Language-Hearing Association Requirements</td>
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<tr>
<td>SLHS Second Degree Program</td>
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*These hours may be included as part of initial bachelor’s degree OR may be additional courses.

Second Degree Bachelor of Science in SLHS Curriculum

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<thead>
<tr>
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<tbody>
<tr>
<td>HPSH 3219</td>
<td>Introduction to Audiology</td>
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<tr>
<td>or</td>
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<tr>
<td>HPSH 3220</td>
<td>Introduction to Speech-Language Pathology</td>
</tr>
<tr>
<td>HPSH 3323</td>
<td>Language Development</td>
</tr>
<tr>
<td>HPSH 3422</td>
<td>Anatomy &amp; Physiology</td>
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<tr>
<td>HPSH 3427</td>
<td>Phonetics</td>
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Spring Semester

<table>
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<tbody>
<tr>
<td>HPSH 3321</td>
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<td>or</td>
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<td>HPSH 3322</td>
<td>Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>HPSH 3324</td>
<td>Language Disorders</td>
<td>3</td>
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<td>HPSH 3326</td>
<td>Phonetics/Articulation &amp; Phonological Disorders</td>
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<td>HPSH 3126</td>
<td>Phonetics/Articulation &amp; Phonological Disorders (Lab)</td>
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<td>HPSH 3442</td>
<td>Clinical Audiology</td>
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<tr>
<td>HPSH 4280/90</td>
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Total Hours = 16

Summer Semester

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Total Hours = 3

Second Degree SLHS CURRICULUM

Total Hours = 35

Second Degree Bachelor of Science in Speech, Language, and Hearing Sciences Course Descriptions

HPSH 1001 Foundations of Interprofessional Collaborative Practice (0:0:0,O) An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

HPSH 3126 Phonetics/Articulation and Phonological Disorders Lab (1:0:1,F) Lab for practice of advanced clinical transcription skills.

HPSH 3219 Introduction to Audiology (2:2:0,O) A supervised observation of various audiometric procedures and patient types. Discussion of clinical protocols, assessment, and management for individuals with hearing disorders.

HPSH 3220 Introduction to Speech-Language Pathology (2:2:0,O) A supervised observation of clinical assessment and management of individuals with speech and language disorders.

HPSH 3321 Speech Science (3:3:0,F) An introduction to the production, perception, and processing of speech, including acoustic phonetics.

HPSH 3322 Hearing Science (3:3:0,F) An introduction to the physics of sound, acoustics, and psychoacoustics.

HPSH 3323 Language Development (3:3:0,O) An introduction to current theories of language and language development, including methods of obtaining and analyzing language samples.

HPSH 3324 Language Disorders (3:3:0,F) An emphasis on language disorders across the lifespan. Topics include the nature and etiologies of language disorders, with an overview of the principles of treatment

HPSH 3326 Phonetics/Articulation and Phonological Disorders (3:3:0,F) The basic principles of assessment and treatment for children and adults with phonological and articulatory disorders.

HPSH 3422 Anatomy & Physiology (4:3:1,O) A study of the anatomical and physiological aspects of speech and hearing in both normal and clinical populations.

HPSH 3427 Phonetics (4:3:1,O) An introduction to production and classification of speech sounds; principles and theories of phonetics; emphasis on development of clinical transcription skills.

HPSH 3442 Clinical Audiology (4:3:1,F) An introduction to hearing assessment techniques and auditory disorders, with adaptation of testing for special populations such as infants, geriatrics, and different language backgrounds. The student will gain proficiency with pure-tone, speech, and impedance testing techniques.
HPSH 4280 Clinical Observation: Speech Language Pathology (2:1:1-30,F) A supervised clinical assisting experience. May be repeated for credit.

HPSH 4290 Clinical Observation: Audiology (2:1:1-3,F) A supervised clinical assisting experience. May be repeated for credit.

HPSH 4380 Clinical Experience: Speech Language Pathology (3:2:1-30,F) This course is a supervised clinical assisting experience. It is designed to bridge the gap between theory and practice through hands-on experience.

HPSH 4426 Neural Bases of Speech, Language and Hearing (4:4:0,O) An exposure to neuroanatomy and neurophysiology through individualized and interactive learning. This course provides strong foundations for future graduate courses in neural aspects of communication including neuroanatomy, neurophysiology, and neuropathologies of speech and language.
Master of Science in Speech Language Pathology (SLP)

This program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

Program Description

Speech-language pathologists specialize in prevention, identification, evaluation, treatment, and rehabilitation of speech, language, and swallowing disorders. Their work involves conducting research; treating individuals with communication disorders, including children with speech-language disorders, people who stutter, stroke survivors, and persons who have swallowing problems; and instructing various others, such as actors and singers, in the preservation of their voices.

After completing two years of graduate study, graduates of the Speech-Language Pathology program will be eligible to pursue a Clinical Fellowship which is required for national certification and state licensure.

Essential Functions

To successfully complete the Speech-Language Pathology program in the Department of Speech, Language, and Hearing Sciences, an individual must meet the following technical standards:

1. Communication
   Prospective and current students must possess adequate communication skills to:
   - Communicate effectively with individuals and groups in person, by phone, and in written form while considering the communication needs and cultural values of the listener at a level which will support competent professional practice.
   - Communicate proficiently in oral and written English.
   - Communicate professionally, effectively, and legibly to meet demands required as part of coursework and during clinical work to ensure patient safety (e.g., scholarly papers, medical records, clinical reports, standardized assessment).
   - Perceive and demonstrate appropriate non-verbal communication for culture and context.
   - Convey information accurately with relevance and cultural sensitivity.
   - Possess sufficient speech/vocal productions for provision of clinical services.

2. Motor Skills
   Prospective and current students must possess adequate motor skills to:
   - Sustain necessary physical activity level in required classroom and clinical activities for the defined workday.
   - Efficiently manipulate testing and treatment environments, materials, and equipment to complete screening and evaluation protocols and treatment and behavior plans.
   - Access technology and equipment for clinical management (e.g., billing, charting, therapy programs), diagnostic testing, and treatment protocols.
   - Negotiate patient/client care environments and move between settings such as the classroom, health care facility, educational setting, and community settings.
   - Access transportation to attend academic courses and clinical placements.
   - Use fine motor skills to perform procedure involving the outer ear and speech mechanisms (e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols).
   - Safely manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids).
   - Provide a safe environment for others when responding to emergency situations (e.g., fire, choking, or other medical emergencies) and in the application of universal precautions.

3. Intellectual/Cognitive
Prospective and current students must possess adequate intellectual/cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply large amounts of written and verbal information in a short period of time sufficiently to meet curricular and clinical demands.
- Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to formulate a diagnosis, develop a treatment plan, make independent clinical decisions, and ensure patient safety.
- Generate discipline-specific documents and clinical reports in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze and solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic planning and implementation.
- Accurately identify and communicate limits in one's own professional knowledge and skills and utilize resources to increase knowledge and skills.
- Use technology to meet requirements of courses and practicum (e.g., internet access, learning management systems, electronic health records).

4. Sensory/Observation

Prospective and current students must possess adequate sensory skills of vision, hearing, touch, and smell to:

- Visually and auditorily identify normal and disordered characteristics in the areas of semantics, pragmatics, syntax, morphology, phonology, swallowing, cognition, balance, hearing, and social interaction related to communication.
- Observe patients’ activity and behavior accurately during assessment and treatment procedures.
- Visually monitor client/patient responses and materials.
- Identify and discriminate anatomic structures and imaging findings (e.g., otoscopy, oral mechanism exam, MBSS, FEES).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- Recognize and interpret when a client’s family/caregiver does or does not understand the clinician’s written and/or verbal communication.

5. Social/Behavioral Skills

Prospective and current students must possess adequate social/behavioral skills to:

- Comply with administrative, legal, and regulatory policies, including upholding the ASHA Code of Ethics.
- Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients’ families during clinical and academic interactions.
- Maintain adequate physical and mental health and self-care such that the health and safety of self and others in the academic and clinical settings is not jeopardized.
- Maintain adequate physical and mental health and self-care to access and participate in a variety of educational and clinical settings/activities.
- Develop and maintain professional relationships with clients/patients, fellow students, and colleagues.
- Demonstrate flexibility and the ability to adapt to changing situations and uncertainty (which includes maintaining professional demeanor and emotional health) in academic, clinical, and community settings.
- Conduct oneself in a mature, empathetic, and effective professional manner by exhibiting compassion, honesty, integrity, professionalism, and concern for others in an ethical and legal manner in all interactions and situations.
- Maintain regular attendance and meet responsibilities within designated timelines.
- Manage time effectively to complete professional and technical tasks within constraints.
- Accept feedback (e.g., suggestions, constructive criticism) and modify behavior accordingly.
- Maintain appropriate and professional appearance for varied clinical and academic environments.

Admission to the Program

The SLP program begins in August of each year and the application deadline is February 1 of each year for the following fall class. Admission decisions are made by April 15. Class enrollment is limited. Students are required to adhere to all policies as outlined by the Department of Speech, Language, and Hearing Sciences, the School of Health Professions, and Texas Tech University Health
Application Process

Minimum admission requirements include:

- Completion of the Communication Sciences & Disorders Centralized Application Services (CSDCAS) application
- Completion of the TTUHSC School of Health Professions supplemental application
- A minimum cumulative GPA of 3.0 on a 4.0 scale
- A GPA of 3.0 on a 4.0 scale in undergraduate audiology and speech pathology courses
- A grade of "C" or better in all prerequisite courses
- Demonstration of superior oral and written communication skills
- Scores above the 10th percentile on the verbal, quantitative, and analytical subtest of the Graduate Record Examination (GRE)
- Proof of appropriate immunizations against infectious diseases
- TOEFL or IELTS scores, if English is the second language
- An earned baccalaureate degree or its equivalent in the area of speech, language, and hearing sciences from an accredited institution. Applicants who have earned undergraduate degrees in fields other than speech, language and hearing sciences must complete a post-baccalaureate of science in speech, language, and hearing sciences or undergraduate leveling coursework.

Prerequisite Course Requirements

The following courses are required by the American Speech-Language-Hearing Association (ASHA):

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science (physics or chemistry)</td>
<td>3-4</td>
</tr>
<tr>
<td>Biological/Life Science (biology of animals, human genetics, or human anatomy &amp; physiology)</td>
<td>3-4</td>
</tr>
<tr>
<td>Social &amp; Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours = 12-14

SLP Curriculum

Students must maintain a GPA of 3.0 to maintain good academic standing. By the time of graduation, students are expected to have completed the academic and clinical requirements for professional certification by the American Speech-Language-Hearing Association (ASHA) and licensing by the Texas Department of Licensing and Regulation. Students are required to successfully pass a comprehensive written examination or successfully defend a formal thesis project under the supervision of a graduate faculty member in the Department of Speech, Language, and Hearing Sciences.

Example Course Sequence

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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<table>
<thead>
<tr>
<th>Fall Semester Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPSH 5320 Research Principles &amp; Application</td>
<td>3</td>
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<td>HPSH 5381 Graduate Clinical Practicum I: SLP</td>
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<td>HPSH 5424 Pediatric Language Assessment &amp; Intervention</td>
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<tr>
<td>-------------</td>
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<tr>
<td>HPSH 5463</td>
<td>Adult Language Assessment &amp; Intervention</td>
</tr>
<tr>
<td>HPSH 1002</td>
<td>Foundations for Interprofessional Collaborative Practice</td>
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Total Hours = 14

**Spring Semester Courses**

<table>
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<th>Course Code</th>
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<td>HPSH 5362</td>
<td>Motor Speech Disorders</td>
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<tr>
<td>HPSH 5382</td>
<td>Graduate Clinical Practicum II: SLP</td>
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<tr>
<td>HPSH 5430</td>
<td>Dysphagia</td>
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<tr>
<td>HPSH 6000</td>
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Total Hours = 13-16

**Summer Semester Courses**

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<tbody>
<tr>
<td>HPSH 5215</td>
<td>Culturally &amp; Linguistically Diverse Populations</td>
<td>2</td>
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<td>HPSH 5370</td>
<td>Professional Issues in Speech-Language Pathology</td>
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<td>Graduate Clinical Practicum III: SLP</td>
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Total Hours = 8-11

**SECOND YEAR**

**Fall Semester Courses**

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<tbody>
<tr>
<td>HPSH 5201</td>
<td>Clinical Instrumentation &amp; Technology for Communication Disorders</td>
<td>2</td>
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<td>HPSH 5243</td>
<td>Aural Rehabilitation</td>
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</tr>
<tr>
<td>HPSH 5143</td>
<td>Aural Rehabilitation Lab</td>
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<td>HPSH 5440</td>
<td>Voice &amp; Fluency Disorders</td>
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<td>HPSH 5384</td>
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<td>HPSH 5110</td>
<td>Capstone Course</td>
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### Spring Semester Courses

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<tr>
<td>HPSH 5222</td>
<td>Counseling &amp; Interviewing in Speech-Language Pathology</td>
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<tr>
<td>HPSH 5239</td>
<td>Evidence-Based Practice in Communication Disorders</td>
<td>2</td>
</tr>
<tr>
<td>HPSH 5385</td>
<td>Graduate Clinical Practicum V: SLP</td>
<td>3</td>
</tr>
<tr>
<td>HPSH 5366</td>
<td>Augmentative &amp; Alternative Communication</td>
<td>3</td>
</tr>
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### Master of Science in Speech Language Pathology (SLP) Course Descriptions

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<tbody>
<tr>
<td>HPSH 1002</td>
<td>Foundations for Interprofessional Collaborative Practice (0:0:0,O)</td>
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<tr>
<td>HPSH 5110</td>
<td>Capstone Course (1:1:0,F)</td>
</tr>
<tr>
<td>HPSH 5143</td>
<td>Aural Rehabilitation Lab (1:0:1,F)</td>
</tr>
<tr>
<td>HPSH 5201</td>
<td>Clinical Instrumentation and Technology for Communication (2:2:0,F)</td>
</tr>
<tr>
<td>HPSH 5215</td>
<td>Culturally and Linguistically Diverse Populations (2:2:0,O)</td>
</tr>
<tr>
<td>HPSH 5222</td>
<td>Counseling and Interviewing in Speech-Language Pathology (2:2:0,F)</td>
</tr>
<tr>
<td>HPSH 5239</td>
<td>Evidence-Based Practice in Communication Disorders (2:2:0,F)</td>
</tr>
<tr>
<td>HPSH 5243</td>
<td>Aural Rehabilitation (2:2:0,F)</td>
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<td>HPSH 5250</td>
<td>Special Topics in Speech Pathology (3:0:0,O)</td>
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<td>HPSH 5270</td>
<td>Research Principles and Application (3:3:0,F)</td>
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<td>HPSH 5325</td>
<td>Childhood Speech Sound Disorders (3:3:0,F)</td>
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<td>HPSH 5362</td>
<td>Motor Speech Disorders (3:3:0,F)</td>
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<td>HPSH 5366</td>
<td>Augmentative and Alternative Communication (3:3:0,F)</td>
</tr>
<tr>
<td>HPSH 5370</td>
<td>Professional Issues in Speech-Language Pathology (3:3:0,O)</td>
</tr>
<tr>
<td>HPSH 5381</td>
<td>Graduate Clinical Practicum: SLP (3:0:3-30,F)</td>
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**School of Health Professions 2020 - 2021**
HPSH 5382 Graduate Clinical Practicum: SLP II (3:0:3-30, F) Supervised clinical practice in speech and/or language pathology.

HPSH 5383 Graduate Clinical Practicum SLP III (3:0:3-30, F) Supervised clinical practice in speech and/or language pathology.

HPSH 5384 Graduate Clinical Practicum: SLP IV (3:0:3-30, F) Supervised clinical practice in speech and/or language pathology.

HPSH 5385 Graduate Clinical Practicum: SLP V (3:0:3-30, F) Supervised clinical practice in speech and/or language pathology.

HPSH 5424 Pediatric Language Assessment & Intervention (4:4:0, F) Comparison of typical and atypical language in children from infancy through adolescence. Assessment and management strategies for diverse populations, and varied service delivery models.

HPSH 5430 Dysphagia (4:3:1, F) A detailed study of the anatomy and physiology of normal and disordered swallowing patterns, with discussion of current diagnostic techniques and treatment alternatives. Includes a lab to allow hands-on experience in interpreting swallow studies.

HPSH 5440 Fluency & Voice Disorders (4:4:0, F) This course provides an introduction to clinical issues of assessment and treatment of stuttering (fluency) and voice disorders in children and adults.

HPSH 5463 Adult Language Assessment & Intervention (4:4:0, F) Effects of normal aging on communication. Assessment and intervention models for acquired adult language disorders (e.g. aphasia, dementia, traumatic brain injury). Medical terminology and report writing will also be included.

HPSH 6000 Master’s Thesis (1-6:0:1-6, H) Consent of instructor is required.

HPSH 6001 Master’s Thesis (1-6:0:1-6, F) May have 2 enrollments for credit. Consent of instructor is required.
Program Description

Audiologists assess and treat individuals who are challenged by hearing impairments or balance problems. They test and diagnose hearing and balance disorders, prescribe and dispense hearing aids and assistive listening devices, help prevent hearing loss, and conduct research, among many other professional duties.

The Doctor of Audiology degree is four years of graduate work, three in clinical coursework and one clinical externship year. The program in audiology at the Texas Tech University Health Sciences Center offers comprehensive academic, research, and clinical experience in a wide variety of settings. A unique feature of the TTUHSC program is the diversity of the clinical and research experiences available. Students obtain clinical and/or research experience at: the TTUHSC Speech and Hearing Clinic, several community-based clinics, public school programs, local private practices, and other medical, rehabilitative, and educational facilities outside the Lubbock community. In these settings, students have the opportunity to explore state-of-the-art technology, instrumentation, and assessment/treatment procedures in audiology and communication sciences.

The department also sponsors a chapter of the Student Academy of Audiology (SAA). This national audiology student group hosts community service events throughout the year to support those individuals with hearing loss and also to educate the local community on hearing and balance concerns. TTUHSC audiology students are active in local, state, and national organizations. These opportunities allow students to be introduced to activities that will advance the profession of audiology in terms of education and advocacy for the profession and patients.

Essential Functions

To successfully complete the Doctor of Audiology program in the Department of Speech, Language, and Hearing Sciences, an individual must meet the following technical standards:

1. **Communication**
   Prospective and current students must possess adequate communication skills to:
   - Communicate effectively with individuals and groups in person, by phone, and in written form while considering the communication needs and cultural values of the listener at a level which will support competent professional practice.
   - Communicate proficiently in oral and written English.
   - Communicate professionally, effectively, and legibly to meet demands required as part of coursework and during clinical work to ensure patient safety (e.g., scholarly papers, medical records, clinical reports, standardized assessment).
   - Perceive and demonstrate appropriate non-verbal communication for culture and context.
   - Convey information accurately with relevance and cultural sensitivity.
   - Possess sufficient speech/vocal productions for provision of clinical services.

2. **Motor Skills**
   Prospective and current students must possess adequate motor skills to:
   - Sustain necessary physical activity level in required classroom and clinical activities for the defined workday.
   - Efficiently manipulate testing and treatment environments, materials, and equipment to complete screening and evaluation protocols and treatment and behavior plans.
   - Access technology and equipment for clinical management (e.g., billing, charting, therapy programs), diagnostic testing, and treatment protocols.
   - Negotiate patient/client care environments and move between settings such as the classroom, health care facility, educational setting, and community settings.
Access transportation to attend academic courses and clinical placements.
Use fine motor skills to perform procedure involving the outer ear and speech mechanisms (e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols).
Safely manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids).
Provide a safe environment for others when responding to emergency situations (e.g., fire, choking, or other medical emergencies) and in the application of universal precautions.

3. **Intellectual/Cognitive**
Prospective and current students must possess adequate intellectual/cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply large amounts of written and verbal information in a short period of time sufficiently to meet curricular and clinical demands.
- Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to formulate a diagnosis, develop a treatment plan, make independent clinical decisions, and ensure patient safety.
- Generate discipline-specific documents and clinical reports in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze and solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic planning and implementation.
- Accurately identify and communicate limits in one’s own professional knowledge and skills and utilize resources to increase knowledge and skills.
- Use technology to meet requirements of courses and practicum (e.g., internet access, learning management systems, electronic health records).

4. **Sensory/Observation**
Prospective and current students must possess adequate sensory skills of vision, hearing, touch, and smell to:

- Visually and auditorily identify normal and disordered characteristics in the areas of semantics, pragmatics, syntax, morphology, phonology, swallowing, cognition, balance, hearing, and social interaction related to communication.
- Observe patients’ activity and behavior accurately during assessment and treatment procedures.
- Visually monitor client/patient responses and materials.
- Identify and discriminate anatomic structures and imaging findings (e.g., otoscopy, oral mechanism exam, MBSS, FEES).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- Recognize and interpret when a client’s family/caregiver does or does not understand the clinician’s written and/or verbal communication.

5. **Social/Behavioral Skills**
Prospective and current students must possess adequate social/behavioral skills to:

- Comply with administrative, legal, and regulatory policies, including upholding the ASHA Code of Ethics.
- Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients’ families during clinical and academic interactions.
- Maintain adequate physical and mental health and self-care such that the health and safety of self and others in the academic and clinical settings is not jeopardized.
- Maintain adequate physical and mental health and self-care to access and participate in a variety of educational and clinical settings/activities.
- Develop and maintain professional relationships with clients/patients, fellow students, and colleagues.
- Demonstrate flexibility and the ability to adapt to changing situations and uncertainty (which includes maintaining professional demeanor and emotional health) in academic, clinical, and community settings.
- Conduct oneself in a mature, empathetic, and effective professional manner by exhibiting compassion, honesty, integrity, professionalism, and concern for others in an ethical and legal manner in all interactions and situations.
- Maintain regular attendance and meet responsibilities within designated timelines.
- Manage time effectively to complete professional and technical tasks within constraints.
- Accept feedback (e.g., suggestions, constructive criticism) and modify behavior accordingly.
Admission to the Program

The Doctor of Audiology (Au.D.) program begins in August of each year. Admission to the program is competitive, and the application deadline is November 1 (for early admission) and February 1 (for traditional admission) of each year for the following fall semester. Students are required to adhere to all policies as outlined by the Department of Speech, Language, and Hearing Sciences, the School of Health Professions, and Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook. Undergraduate majors in the sciences, particularly the life sciences, are recommended for entrance into the Au.D. program.

Application Process

Admission requirements include:

- Completion of the Communication Sciences & Disorders Centralized Application Service (CSDCAS) application
- Completion of the TTUHSC School of Health Professions supplemental application
- A cumulative and major GPA of 3.0 on a 4.0 scale
- Submission of GRE test scores (including verbal, quantitative, and analytic writing)
- Submission of three letters of recommendation
- Proof of appropriate immunizations against infectious diseases
- A bachelor’s degree in Speech, Language, and Hearing Sciences or a related field
- TOEFL or IELTS scores, if English is the second language

AuD Curriculum

Example Course Sequence

*Minimum of 101 credit hours required, which includes 10-11 semesters (based on individual situations)

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>HPSH 7342  Psychoacoustics &amp; Auditory Perception</td>
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<tr>
<td>HPSH 7321/92 Clinical Observation/Clinical Practicum</td>
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<tr>
<td>HPSH 7440  Fundamentals of Sound &amp; the Auditory System</td>
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<tr>
<td>HPSH 7446  Diagnostic Audiology</td>
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<tr>
<td>HPSH 1002  Foundations for Interprofessional Collaborative Practice</td>
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<tbody>
<tr>
<td>HPSH 7285  Audiology Professional Issues &amp; Practice Management</td>
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<tr>
<td>HPSH 7344  Clinical Amplification</td>
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<td>HPSH 7158  Applications of Clinical Amplification</td>
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<tr>
<td>HPSH 7350  Pediatric Audiology</td>
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<td>Course Title</td>
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<tr>
<td>HPSH 7150</td>
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<td>HPSH 7393</td>
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**Summer Semester**

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<td>HPSH 7251</td>
<td>Counseling</td>
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<td>HPSH 7330</td>
<td>Speech-Language Development &amp; Disorders</td>
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**SECOND YEAR**

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<td>Research Principles &amp; Application</td>
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<td>HPSH 7016</td>
<td>Audiology Clinical Research II</td>
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<td>HPSH 7247</td>
<td>Aural Rehabilitation</td>
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<td>HPSH 7365</td>
<td>Balance Function</td>
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<td>HPSH 7370</td>
<td>Implantable Devices in Audiology</td>
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<td>HPSH 7395</td>
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<td>Balance Function II</td>
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<tr>
<td>HPSH 7225</td>
<td>Evidence-Based Practices in Audiology</td>
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<tr>
<td>HPSH 7243</td>
<td>Clinical Applications of Aural Rehabilitation</td>
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<td>HPSH 7364</td>
<td>Auditory Electrophysiology</td>
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<td>HPSH 7164</td>
<td>Auditory Electrophysiology Lab</td>
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<td>HPSH 7110</td>
<td>Special Topics in Audiology</td>
<td>1</td>
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<tr>
<td>HPSH 7286</td>
<td>Business Management Practices for Audiologists</td>
<td>2</td>
</tr>
<tr>
<td>HPSH 7348</td>
<td>Educational Audiology</td>
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<tr>
<td>HPSH 7352</td>
<td>Clinical Disorders in Audiology</td>
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<tr>
<td>HPSH 7198/7398</td>
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### Spring Semester

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<td>HPSH 7255</td>
<td>Advanced Concepts in Audiology</td>
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<td>HPSH 7260</td>
<td>Hearing Conservation &amp; Instrumentation</td>
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<tr>
<td>HPSH 7322</td>
<td>Auditory Processing Disorders</td>
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<td>HPSH 7357</td>
<td>Amplification Systems and Special Applications</td>
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<tr>
<td>HPSH 7199/7399</td>
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**Total Hours = 11-13**

### Summer Semester

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### FOURTH YEAR

### Fall Semester

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### Spring Semester

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<td>HPSH 7021</td>
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**Total Hours = 5**

### Doctor of Audiology (AuD) Course Descriptions

**HPSH 1002 Foundations for Interprofessional Collaborative Practice (0:0:0,O)** An introduction to broad concepts related to interprofessional core competencies for healthcare providers.

**HPSH 5320 Research Principles and Application (3:3:0,F)** A summary of the basic concepts of science and research. Emphasis is placed on preparing students to become knowledgeable consumers of research and to apply research principles to evidence-based practice.

**HPSH 7010 Independent Study (1-6:0:1-6,F)** A variable credit course used for individualized leveling plans created by the program director.

**HPSH 7011 Independent Study (1-6:0:1-6,F)** A variable credit course used for individualized leveling plans created by the program director.

**HPSH 7015 Audiology Clinical Research I (1:0:0,F)** Clinical research course in which students prepare literature review and research questions in preparation for prospectus.
HPSH 7016 Audiology Clinical Research II (1:0:0,0) Clinical research course in which students complete portions of the required clinical research project.

HPSH 7017 Audiology Clinical Research III (1:0:0,0) Clinical research course resulting in completion of data analysis and results sections of the student clinical research project, in addition to preparation for presentation of the project.

HPSH 7019 Advanced Summer Clinical Experience (1:6:0:32-40,F) Supervised clinical practicum for Au.D. students. The placement is typically the initial enrollment of the fourth year clinical externship.

HPSH 7020 Advanced Clinical Placement (5:9-0:32-40,F) Advanced clinical placement for students in the fourth year of the Au.D. program. Two enrollments of advanced Au.D. clinical placement are required before graduation (typically fall and spring of fourth year unless prior approval has been obtained from the department). May not be taken before all courses and comprehensive examinations are successfully completed. No textbook is required.

HPSH 7021 Advanced Clinical Placement (5:9-0:32-40,F) Advanced clinical placement for students in the fourth year of the Au.D. program. Two enrollments of advanced Au.D. clinical placement are required before graduation (typically fall and spring of fourth year unless prior approval has been obtained from the department). May not be taken before all courses and comprehensive examinations are successfully completed. No textbook is required.

HPSH 7022 Advanced Clinical Placement (5:9-0:32-40,F) Advanced clinical placement for students in the fourth year of the Au.D. program. Two enrollments of an advanced Au.D. clinical placement required before graduation (typically fall and spring of fourth year unless prior approval has been obtained from the department). May not be taken before all courses and comprehensive examinations are successfully completed.

HPSH 7110 Special Topics in Audiology (1:1:0,O) This course is a capstone course taken in the third year of the Au.D. program. This course will allow for integration of knowledge in a case-based format.

HPSH 7150 Pediatric Audiology Lab (1:0:1,F) This lab course is designed to provide hands-on experiences in audiological testing of pediatric patients, along with expanding knowledge related to audiological issues in the pediatric population.

HPSH 7158 Applications of Clinical Amplification (1:0:1,F) This course will focus on the clinical mechanics of fitting a hearing aid. It will include hands on, practical use of equipment and techniques for fitting, adjusting and verifying amplification.

HPSH 7164 Auditory Electrophysiology Lab (1:0:1,F) This lab course is designed to provide hands-on experiences with equipment utilized during electrophysiological testing.

HPSH 7165 Balance Function Lab (1:0:1,F) This lab course is designed to provide hands-on experiences with equipment utilized in assessment and management of balance function.

HPSH 7198 Clinical Practicum (1:0:1-3,F) Supervised clinical practicum in audiology.

HPSH 7199 Clinical Practicum (1:0:1-3,F) Supervised clinical practicum in audiology.


HPSH 7225 Evidence-Based Practices in Audiology (2:2:0,F) This course will focus on incorporating evidence-based practice in the field of audiology. The elements of evidence-based practice will be explored, including research evidence, clinical expertise, and client preferences and goals.

HPSH 7243 Clinical Applications of Aural Rehabilitation (2:2:0,F) This course is designed to provide clinical training on using additional testing and techniques to expand the diagnostic and rehabilitative focus of audiologists.

HPSH 7247 Aural Rehabilitation (2:2:0,F) The study of audiological, speech, language and listening test procedures, intervention techniques, and the use of amplification for infants through adults with hearing loss. Assessment, treatment, cognition, cultural and psychosocial issues will be discussed in relation to hearing loss.

HPSH 7251 Counseling in Audiology (2:2:0,F) An introduction to counseling the communicatively disordered and their families. Emphasis will be placed on special education, vocational, and emotional issues surrounding hearing impairment. Considerations of special populations and lifespan issues will be included.

HPSH 7255 Advanced Concepts in Audiology (2:2:0,F) This course is to provide clinical training in use of additional testing and techniques to expand the diagnostic and rehabilitative focus of audiologists. It will address audiometric problems from both a clinical and experimental point of view. There will be an emphasis on the theoretical basis behind clinical instrumentation and methodologies in clinical diagnosis. Based on the focus for this course, prerequisite knowledge of basic audiometric testing and interpretation are expected.

HPSH 7260 Hearing Conservation and Instrumentation (2:2:0,F) This course will present the physiologic and behavioral effects of noise exposure, hearing conservation programs, and clinical services to children and adults from diverse populations. Instrumentation associated with the measurement of noise across multiple environments will be a central aspect of the course.

HPSH 7285 Audiology Professional Issues and Practice Management (2:2:0,F) This course is designed to provide an overview of audiology practice management. Course topics will include issues related to ethical practice, multicultural issues, interprofessional collaboration, billing and coding for reimbursement, personnel management, insurance, strategic planning, and audiology service delivery. Considerations associated with audiological service delivery for patients of various socioeconomic statuses will also be discussed.

HPSH 7286 Business Management Practices for Audiologists (2:2:0,F) This course will study a variety of topics important to the management and operation of audiology clinics and professional practices as a business. Course topics will include financial management and accounting, personnel management, marketing, strategic planning, business outcome measures as related to reimbursement, and supervision of students.

HPSH 7321 Clinical Observation and Methods (3:0:4-8,F) Supervised observation of clinical assessment and management of individuals with communication disorders.

HPSH 7322 Auditory Processing Disorders (3:3:0,F) This course is designed to address the functional aspects of the auditory system. It will include an overview of anatomy, testing for auditory processing disorders, differential diagnosis, and management. It will also include information on differentiating functional difficulties as symptomology of other disabilities versus auditory processing disorders as the primary diagnosis.

HPSH 7330 Speech and Language Development and Disorders (3:3:0,O) An overview of speech and language development and the basic principles of assessment and treatment for speech sound and language disorders. Includes a review of phonetics and a special focus on speech and language problems in persons with hearing loss.

HPSH 7342 Psychoacoustics and Auditory Perception (3:3:0,F) This course will present the physiological bases of auditory perception and the corresponding behavioral manifestations, including higher-level cognitive and developmental aspects of speech perception.
Prerequisite:

HPSH 7344 Clinical Amplification (3:3:0,F) Basic process of hearing aid evaluation, selection, and dispensing. Includes patient considerations, selection, verification and validation measures, introduction to hearing aid systems, earmold impression and ear mold selection. Prerequisites: HPSH 7342 Psychoacoustics and Auditory Perception or equivalent.

HPSH 7348 Educational Audiology (3:3:0,F) Audiological considerations in educational settings. The incidence, treatment, and educational sequel of hearing impairment in the auditory-verbal classroom will be covered.

HPSH 7350 Pediatric Audiology (3:3:0,F) A study of behavioral and objective audiological evaluation, as well as the habilitation and rehabilitation, of infants and children.

HPSH 7352 Clinical Disorders in Audiology (3:3:0,F) The purpose of this course is to provide students with information to understand the following areas: 1) the anatomy and physiology of auditory mechanisms; 2) etiology and pathology of auditory disorders; and 3) audiological and otologic evaluation/management of auditory disorders.

HPSH 7357 Amplification Systems and Special Applications (3:3:0,F) This course explores the technology and theories behind amplification systems. It also explores how these systems apply to low-incidence and difficult to fit populations. This course will also include: Discussion of specialized amplification features, verification of these features, and fitting special populations (e.g., children, non-verbal, conductive hearing loss, auditory neuropathy/dyssynchrony). Prerequisite: HPSH 7344 Clinical Amplification or permission of the instructor.

HPSH 7364 Auditory Electrophysiology (3:3:0,F) Covers clinical and theoretical knowledge and applied skills of normal and pathological auditory systems. This course will provide clinical instruction in the application of electrophysiological testing techniques and interpretation. Emphasis will be placed on evaluation of auditory functional and site of lesion testing, protocols, and interpretation. Prerequisite: HPSH 7440 Fundamentals of Sound and the Auditory System or equivalent.

HPSH 7365 Balance Function (3:3:0,F) Covers theoretical knowledge and applied skills of normal and pathological vestibular system.

HPSH 7370 Implantable Devices in Audiology (3:3:0,F) Electrophysiology of implantable devices. Also includes processor strategies, and speech/language learning in prelingually deafened listeners. Prerequisite: HPSH 7440 Fundamentals of Sound and of the Auditory System or equivalent.

HPSH 7390 Clinical Practicum-Individualized Experience (3:0:4-16,F) The course is intended to allow for individualized student instruction of clinical procedures and protocols. This course may be repeated for credit.

HPSH 7392 Clinical Practicum (3:0:4-8,F) Supervised clinical practicum in audiology.

HPSH 7393 Clinical Practicum (3:0:4-8,F) Supervised clinical practicum in audiology.

HPSH 7394 Clinical Practicum (3:0:6-10,F) Supervised clinical practicum in audiology.

HPSH 7395 Clinical Practicum (3:0:4-8,F) Supervised clinical practicum in audiology.

HPSH 7396 Clinical Practicum (3:0:4-8,F) Supervised clinical practicum in audiology.

HPSH 7397 Clinical Practicum (3:0:32-40,F) Supervised clinical practicum in audiology.

HPSH 7398 Clinical Practicum (3:0:4-16,F) Supervised clinical practicum in audiology.

HPSH 7399 Clinical Practicum (3:0:4-16,F) Supervised clinical practicum in audiology.

HPSH 7440 Fundamentals of Sound and of the Auditory System (4:4:0,F) This course is an in-depth exposure to the structure and function of the auditory system, including principles of the physics of sound as applied to physiology of auditory structures. Emphasis is placed on peripheral structure and function, up to and including important brainstem nuclei. An introduction to cortical structures and processing is presented.

HPSH 7446 Diagnostic Audiology (4:3:1,F) This course will present advanced diagnostic techniques for children and adults including those from diverse populations or with special needs.

HPSH 8000 Doctoral Pre-Dissertation (1-9:0:1-9,F) Students will enroll in predissertation research projects. This research is expected to make a significant contribution to the student’s chosen area of study.

HPSH 9000 Doctoral Dissertation (1-9:0:1-9,F) The Doctor of Philosophy degree in Communication Sciences and Disorders is a research degree and is conferred only in recognition of high achievement in independent scientific research and scholarship.
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>Acevedo-Santiago</td>
<td>Itxia</td>
<td>Assistant Professor; Instructor;</td>
<td>MPAS, Texas Tech University Health Sciences Center, 2016; BAS, University of North Texas College of Arts &amp; Science, 2013; AAS, Richland Community, 2009</td>
</tr>
<tr>
<td>Alexander</td>
<td>Belinda</td>
<td>Assistant Professor;</td>
<td>In progress; Start date 8/2019, Eastern Kentucky University, 2021; MOT, Texas Woman’s University, 1991; BS, Texas Tech University, 1989</td>
</tr>
<tr>
<td>Allen</td>
<td>Bethany</td>
<td></td>
<td>DPT, Texas Tech University Health Sciences Center, 2013</td>
</tr>
<tr>
<td>Allen</td>
<td>Brad</td>
<td>Associate Director, Doctor of Science in Physical Therapy Program; Assistant Professor;</td>
<td>ScD, Texas Tech University Health Sciences Center, 2010; BS, Texas Tech University Health Sciences Center, 1993</td>
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<tr>
<td>Appiah</td>
<td>Duke</td>
<td>Director; Assistant Professor;</td>
<td>PhD, University of Louisville, 2013; MPH, University of Louisville, 2009; BSC, Kwame Nkrumah University of Science and Technology, 2005</td>
</tr>
<tr>
<td>Bennett</td>
<td>Katie</td>
<td>Laboratory Director; Associate Professor;</td>
<td>PhD, Texas Tech University Health Sciences Center, 2009; BS, West Texas A&amp;M University, 2000</td>
</tr>
<tr>
<td>Booth</td>
<td>Jamar</td>
<td>Assistant Professor</td>
<td>MA, South Carolina State University, 2012</td>
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<tr>
<td>Brashear</td>
<td>Jessica</td>
<td>Assistant Professor;</td>
<td>MS, Texas Tech University Health Sciences Center, 2010; BS, Texas Tech University Health Sciences Center, 2009</td>
</tr>
<tr>
<td>Brismee</td>
<td>Jean-Michel</td>
<td>Professor;</td>
<td>ScD, Texas Tech University Health Sciences Center, 2003; MS, Texas Tech University, 1996; BSPT, Catholic University Of Louvain-la-Neuve, 1985; APE, Catholic Univ of Louvain-la-Neuve, 1982; BS, Catholic University Of Louvain-la-Neuve, 1982</td>
</tr>
<tr>
<td>Brooks</td>
<td>Toby</td>
<td>Director for Faculty Development; Associate Professor; Director, Athletic Training Program</td>
<td>PhD, University of Arizona, 2001; MA, The University of Arizona, 2000; BS, Southern Illinois University Carbondale, 1998; AS, Southeastern Illinois College, 1995</td>
</tr>
<tr>
<td>Brunet</td>
<td>Joan</td>
<td>Regional Dean; Assistant Director, Doctor of Physical Therapy Program,</td>
<td>DPT, A. T. Still University, 2010; MS, West Texas A&amp;M University, 2002; BSPT, University of Texas Southwestern Medical Center at Dallas, 1991; BS, West Texas A&amp;M University, 1990</td>
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<td>Name</td>
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<tr>
<td>Burgess Nathan</td>
<td>Assistant Professor</td>
<td>ScD, Texas Tech University Health Sciences Center, 2018; MPT, Texas Tech University Health Sciences Center, 2004; BS, Wayland Baptist University, 2001</td>
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<tr>
<td>Buterbaugh Abby</td>
<td>Assistant Professor</td>
<td>Master of Medical Sciences - Physician Assistant, Saint Louis University, 2013</td>
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<tr>
<td>Carter Tammy</td>
<td>Director, Clinical Laboratory Science Program; Assistant Professor;</td>
<td>PhD, Texas Tech University Health Sciences Center, 2013; BS, Texas Tech University Health Sciences Center, 2000</td>
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<tr>
<td>Chandrasekaran Anu</td>
<td></td>
<td>Certificate PB Clinical Lab Science, Texas Tech University Health Sciences Center, 2017; PhD, University of Texas Health Science Center at Houston, 2006; MD, Peking Union Medical College, 1997</td>
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<tr>
<td>Cheng Xiaodong</td>
<td>Assistant Professor;</td>
<td>AuD, A. T. Still University, Arizona School of Health Sciences, 2016; M.Phil, University of Manchester, 2010; MS, University of Mysore, 2004; BS, University of Calcutta, 2002</td>
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<tr>
<td>Choudhury Moumita</td>
<td>Assistant Professor;</td>
<td>MHA, Indiana University, 1993; Public Management Certificate, Indiana University, 1989; BA, Indiana University, 1984</td>
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<tr>
<td>Corwin Melinda</td>
<td>Assistant Director;</td>
<td>PhD, Texas Tech University, 2006; MS, Texas Tech University, 1989; BS, Texas Tech University, 1987</td>
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<tr>
<td></td>
<td>Professor; Co-Advisor;</td>
<td>TTUHSC Chapter of NSSLHA; Director, Stroke &amp; Aphasia Recovery (STAR) Program;</td>
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<tr>
<td>Dame Mark</td>
<td>Director; Assistant Professor;</td>
<td>MHA, Indiana University, 1993; Public Management Certificate, Indiana University, 1989; BA, Indiana University, 1984</td>
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<tr>
<td>Dayama Neeraj</td>
<td>Assistant Professor;</td>
<td>PhD, University of Arkansas for Medical Sciences, 2019</td>
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<tr>
<td>Dembowski James</td>
<td>Associate Professor;</td>
<td>PhD, University of Wisconsin-Madison, 1998; MS, University of Texas at Dallas, 1988; BS, Northwestern University, 1975</td>
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<tr>
<td>Dendy Douglas</td>
<td>Assistant Director of Clinical Education; Assistant Professor;</td>
<td>ScD, TTUHSC, 2016; BS, Lubbock Christian University, 2015; MPT, Texas Tech University Health Sciences Center, 1998</td>
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<tr>
<td>Eaves Taylor</td>
<td>Instructor;</td>
<td>MS, Texas Tech University Health Sciences Center, 2016; BS, Wayland Baptist University, 2013</td>
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<tr>
<td>Edwards Deborah</td>
<td>Regional Dean; Assistant Professor;</td>
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<tr>
<td>Flores Debra</td>
<td>Assistant Professor</td>
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<tr>
<td>Fox Taylor</td>
<td>Instructor;</td>
<td>BS, University of Texas Health Science Center at San Antonio, 2010; MPAS, University of Texas at San Antonio, 2010; BBA, Texas Tech University, 2001</td>
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<tr>
<td>Geddie</td>
<td>Assistant Professor;</td>
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<tr>
<td>Gehring</td>
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<td>DPT, Texas Tech University Health Sciences Center, 2008; BS, Texas Tech University Health Sciences Center, 2006; AS, Amarillo College, 2004</td>
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<tr>
<td>Gilbert</td>
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<tr>
<td>Gililland DJ</td>
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<td>EdD, Texas A&amp;M University, 2015; MSED, Northwest Missouri State University, 2000; Bachelor of Behavioral Science, Hardin-Simmons University, 1998</td>
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<tr>
<td>Granados   Sarai</td>
<td>Director of Clinical Operations, Clinical Instructor; Assistant Professor;</td>
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<tr>
<td>Greenhill  Richard</td>
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<td>DHA, Central Michigan University, 2019; MBA, University of Maryland Global Campus, 2012; MHA, University of Maryland Global Campus, 2011; BS, Southern Illinois University Carbondale, 2009</td>
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<td>Gustafson Tori</td>
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<tr>
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<td>Hintz Lou</td>
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<tr>
<td>Last Name</td>
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<tr>
<td>Holland</td>
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<tr>
<td>Last Name</td>
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<td>Position, Title</td>
<td>Education</td>
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<tr>
<td>La Fave</td>
<td>Dee</td>
<td>Instructor;</td>
<td>MS, Texas Tech University, 1988; BS, Texas Tech University, 1985</td>
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<tr>
<td>La Vallee</td>
<td>Dayna</td>
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<td>MPAS, Texas Tech University Health Sciences Center, 2016; BA, Arizona State University, 2009</td>
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<tr>
<td>Larson</td>
<td>Robert</td>
<td>Assistant Professor;</td>
<td>OTD, University of Toledo, 2015; BS, Brigham Young University Idaho, 2012</td>
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<td>Lee</td>
<td>Sue Ann</td>
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<td>Lierly</td>
<td>Micah</td>
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<td>Magers</td>
<td>Brent</td>
<td>BS, Western Governors University, 2013; MS, Trinity University, 1990; MA, Texas Tech University, 1984</td>
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<tr>
<td>Miller</td>
<td>Misty</td>
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<td>Munger</td>
<td>Larry</td>
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<td>PhD, Texas Tech University, 2010; MS, Arizona School of Health Sciences, 1997; BSE, University of Kansas, 1995</td>
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<tr>
<td>Murphy</td>
<td>Brandi</td>
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<td>DAUD, Texas Tech University Health Sciences Center, 2015; BA, Texas Tech University, 2010</td>
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<tr>
<td>Pearson</td>
<td>John</td>
<td>Assistant Professor;</td>
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<td>Pendergrass</td>
<td>Timothy</td>
<td>Assistant Professor;</td>
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<td>Perry</td>
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<tr>
<td>Posteraro</td>
<td>Robert</td>
<td>Director of Graduate Certificates; Professor; Assistant Program Director, MSHA Program TTUHSC-SHP;</td>
<td>MBI, Oregon Health &amp; Science University, 2005; Fellowship, Duke University Medical Center, 1988; Fellowship, Yale-New Haven Hospital, 1979; MD, Yale University, 1973; BS, Fordham College, 1969</td>
</tr>
<tr>
<td>Queen</td>
<td>Courtney</td>
<td>Assistant Professor;</td>
<td>PhD, University of North Texas, 2009; MS, University of North Texas, 2007</td>
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<td>Name</td>
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<td>Education/Experience</td>
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<tr>
<td>Ramirez Rebecca</td>
<td>Managing Director of Compliance and Risk Management;</td>
<td>MHA, University of Phoenix, 2008; JD, Texas Tech University, 2005</td>
<td></td>
</tr>
<tr>
<td>Redman Wade</td>
<td>Associate Dean for Online Learning; Associate Professor; Chair, Department of Laboratory Sciences and Primary Care;</td>
<td>PhD, Texas Tech University, 2014; MBA, Wayland Baptist University, 2004; BS, Texas Tech University Health Sciences Center, 1999; AS, South Plains College, 1995</td>
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<td>Reel Leigh</td>
<td>Director- Center for Speech, Language, and Hearing Research; Associate Professor;</td>
<td>PhD, Texas Tech University Health Sciences Center, 2009; AuD, Texas Tech University Health Sciences Center, 2005; Bachelor of Behavioral Science (B.B.S.), Hardin-Simmons University, 2001</td>
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<td>Richardson Taryn</td>
<td>Assistant Professor;</td>
<td>PhD, University of Iowa, 2018; Master of Rehabilitation Counseling, South Carolina State University, 2012</td>
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<td>Robohm-Leavitt Christina</td>
<td>Regional Dean, Midland; Associate Professor; Director, Master of Physician Assistant Studies Program;</td>
<td>DMSc, University of Lynchburg, 2020; MS, University of Colorado , 1999; Child Health Associate/Physician Assistant Program Certificate, University of Colorado Health Science Center, 1997; BS, University of Colorado , 1995</td>
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<td>Sametz Rebecca</td>
<td>Director, Master of Science in Clinical Rehabilitation Counseling; Associate Professor;</td>
<td>PhD, Michigan State University, 2017; MA, Western Michigan University, 2014; BA, University of Kentucky, 2011</td>
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<td>Sancibrian Sherry</td>
<td>Assistant Dean for Accreditation; Professor ; Director, Master of Science in Speech-Language Pathology Program;</td>
<td>MS, Texas Tech University, 1978; BS, Texas Tech University, 1976</td>
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<td>Sawyer Steven</td>
<td>Executive Associate Dean; Distinguished Professor; Professor; Chair, Department of Rehabilitation Sciences;</td>
<td>MSPT, Texas Tech University Health Sciences Center, 1997; PhD, University of California , 1988; BS, University of California at Irvine, 1980</td>
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<td>Schmidt Ryan</td>
<td>Chair, Department of Healthcare Management and Leadership ;</td>
<td>Association to Advance Collegiate Schools of Business Post Doctoral Bridge to Business, University of Florida , 2015; Post Doctorate, Massachusetts Institute of Technology (Zaragoza, Spain), 2014; PhD, University of South Carolina,</td>
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<td>Schroeder</td>
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<td>Clinical Coordinator - Master of Science in Clinical Mental Health Counseling; Assistant Professor;</td>
<td>PhD, Michigan State University, 2012; MA, Michigan State University, 2003; BA, Michigan State University, 1980</td>
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<td>Sechrist</td>
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<td>PhD, Texas Tech University, 2006; MA, Texas Womans University, 2001; BS, Texas Tech University Health Sciences Center, 1994; BS, Texas Tech University, 1990</td>
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<td>Sizer</td>
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<td>Associate Dean for Research; Director, Doctor of Science in Physical Therapy Program;</td>
<td>PhD, Texas Tech University, 2002; MED, Texas Tech University, 1993; BSPT, University of Texas Medical Branch at Galveston, 1985</td>
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<td>Sneed</td>
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<td>Assistant Dean for Outcomes and Assessment; Director, Master of Science in Addiction Counseling Program; Assistant Professor;</td>
<td>PhD, Southern Illinois University, 2006; MS, University of North Texas, 2003; BS, University of North Texas, 2001</td>
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<td>Spears</td>
<td>Evans</td>
<td>Chair, Department of Clinical Counseling and Mental Health; Associate Professor;</td>
<td>PhD, University of Arizona, 2003; MA, University of Iowa, 1994; BA, Coe College, 1991</td>
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<td>Stein</td>
<td>Carmen</td>
<td>Assistant Professor</td>
<td>PhD, University of South Florida, 2011; MA, The University of South Florida, 1985; BA, University of Tampa, 1985</td>
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<td>Stelter</td>
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<td>Academic Fieldwork Coordinator; Assistant Professor;</td>
<td>PhD, Texas Woman's University, 2018; MA, Texas Woman's University, 2004; BSOT, Texas Tech University Health Sciences Center, 1998</td>
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<td>Taylor</td>
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<td>OTD, Texas Woman's University, 2018; MSOT, Washington University in St. Louis, 2003; BBA, Texas Tech University, 2001</td>
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<td>Taylor</td>
<td>Mike Associate Professor; Associate Director;</td>
<td>Master, University of Nebraska Medical Center, 1997; Physician Assistant Fellowship in Orthopedics Certificate, David Grant Medical Center, 1988; BS, University of Oklahoma, 1982</td>
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<td>TenBensel</td>
<td>Joshua DPT, University of Nebraska Medical Center, 2011</td>
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<td>Tiongco</td>
<td>Cynthia Assistant Professor; BS, Texas Tech University Health Sciences Center, 2002; MOT, Texas Tech University Health Sciences Center, 2002</td>
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<td>Townsend</td>
<td>Christopher Director - Your Life Behavioral Health and Wellness Clinic; Assistant Professor; PhD, North Carolina Agricultural and Technical State University, 2018; MA, Appalachian State University, 1998</td>
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<td>Van Sickle</td>
<td>Angela Assistant Professor; PhD, Texas Tech University Health Sciences Center, 2015; MS, Texas Tech University, 1992; BA, University of Pittsburgh, 1989</td>
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<td>Villegas</td>
<td>Elesea Director of Clinical Education; Assistant Professor; MPAS, Texas Tech University Health Sciences Center, 2015; BS, Angelo State University, 2012</td>
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<td>Whisner</td>
<td>Sandra Director, Master of Occupational Therapy Program; Assistant Professor; PhD, Texas Woman's University, 2014; MA, Texas Womans University, 2003; BS, Texas Tech University Health Sciences Center, 1997; BBA, Texas Tech University, 1992</td>
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<td>Logan Director- Master of Science in Clinical Mental Health Counseling; Assistant Professor; PhD, Texas Tech University, 2018; MED, Texas Tech University, 2013; BS, Texas Tech University, 2011</td>
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<td>Yi</td>
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<td>PhD, University of Texas at Austin, 2018; MS, Korea University, 2010; BA, Daegu University, 2006</td>
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<td>Zimmerman</td>
<td>Renee Audiology Clinical Coordinator; Assistant Professor; AuD, Texas Tech University Health Sciences Center, 2009; BS, Texas Tech University Health Sciences Center, 2005</td>
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<td>Zupancic</td>
<td>Steven Audiology Division Chief-ENT; Co-coordinator of Communication Sciences and Disorders Concentration, PhD in Rehabilitation Science; Associate Professor; PhD, Texas Tech University Health Sciences Center, 2007; AuD, Texas Tech University Health Sciences Center, 2003; BS, Eastern New Mexico State University, 1999</td>
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**Part Time and Adjunct**
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<td>Instructor; Adjunct Faculty</td>
<td>DHA, Central Michigan University, 2013; MHA, University of Phoenix, 2006; BS, University of Texas of The Permian Basin, 2004; AAS, 2000</td>
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<td>Alvarez</td>
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<td>Atkinson</td>
<td>Jessica</td>
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<td>MSPA, A.T. Still University, 2016</td>
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<td>Ballachanda</td>
<td>Bopanna</td>
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<td>PhD, The University of Texas at Dallas, 1988; MS, The University of Texas at Dallas, 1983; BS, University of Mysore, 1973</td>
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<td>Clinical Adjunct Professor; Policy Consultant;</td>
<td>PhD, Michigan State University, 2009; MA, Michigan State University, 1998</td>
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<td>DMSc, University of Lynchburg, 2019; MMS, Wake Forest University School of Medicine, 2011; BS, University of Houston, 2003</td>
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<td>Benavides II</td>
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<td>Blair</td>
<td>Kary</td>
<td>Adjunct Faculty; Senior Clinical Department Administrator and Executive Director of Southwest Institute of Addictive Diseases;</td>
<td>MBA, Texas Tech University, 2002; BS, Lubbock Christian University, 1999</td>
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<td>Jay</td>
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<td>Doctor of Health Administration, Medical University of South Carolina, 2017; MHA, Medical University of South Carolina, 2004</td>
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<td>Dalehite</td>
<td>Jess</td>
<td>Instructor; Adjunct Faculty</td>
<td>MD, University of Texas Southwestern Medical School, 1982; BS, University of California, Irvine, 1977</td>
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<td>Davies</td>
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<td>Davis</td>
<td>Aaron</td>
<td>Director;</td>
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<td>Davis</td>
<td>Melinda</td>
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<td>Davis-Pitre</td>
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<td>Dixon-Lawson</td>
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<td>Clinical Adjunct Professor;</td>
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<td>Dragun</td>
<td>Michael</td>
<td>Instructor; Adjunct Faculty</td>
<td>MD, University of California at Los Angeles Medical School, 1989; BS, University of California at Riverside, 1985</td>
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<td>Euring</td>
<td>Myshala</td>
<td>Adjunct Faculty</td>
<td>PhD, North Carolina Agricultural and Technical State University, 2017; MS, Winston-Salem State University, 2014; BA, North Carolina State University, 2000; BA, North Carolina State University, 2000</td>
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<td>Fasko</td>
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<td>Instructor;</td>
<td>Doctor of Health Administration, Central Michigan University, 2016; MBA, St. Ambrose University, 2003</td>
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<td>Flitton</td>
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<td>Frick</td>
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<td>Goodson</td>
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<td>BSED, University of Virginia, 2010; MS, West Texas A&amp;M, 2011</td>
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<td>Kumar</td>
<td>Neeraj</td>
<td>Assistant Director, Doctor of Physical Therapy, Odessa Campus; Regional Dean, Odessa; Assistant Professor;</td>
<td>DPT, Texas Tech University Health Sciences Center, 2016; PhD, University at Buffalo, State University of New York, 2009; MSPT, Guru Nanak Dev University, 1998; BPT, Manipal Academy of Higher Education, 1996</td>
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<td>Lalani</td>
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<td>BS, Texas State University, 2010; MBA, Houston Baptist University, 1999; BBA, University of Houston, 1994</td>
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<td>Derek</td>
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<td>PhD, University of Pittsburgh, 2019; MPH, University of South Carolina, 2013</td>
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<td>Nancy</td>
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<td>ScD, Texas Tech University Health Sciences Center, 2008; BS, University of Texas Medical Branch at Galveston, Texas, 1975; BS, Tarleton State University, 1973</td>
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<td>Mahan</td>
<td>Carla</td>
<td>Clinical Instructor;</td>
<td>MS, Texas Tech University , 1987; BA, Sam Houston State University , 1979</td>
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<td>Brian</td>
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<td>PhD, University of Wisconsin - Madison, 1977; MS, Illinois Institute of Technology, 1974</td>
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<td>CERT, University of Washington, 2014; PhD, University of South Carolina, 2012; MBA, Troy University, 2007</td>
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<td>Moeller</td>
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<td>Kayla</td>
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<td>Parks</td>
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<td>Name</td>
<td>Title</td>
<td>Education/Experience</td>
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