Catalog
Academic Year 2026-2027

Baylor College of Medicine's Mission, Vision and Values

College's Mission

Baylor College of Medicine is a health sciences university that creates knowledge and applies science and discoveries to further education, healthcare and community service locally and globally.

College's Vision

Improving health through science, scholarship and innovation

College's Values

Respect
- Value others and treat them with courtesy, professionalism and politeness
- Encourage civil dialogue that considers diverse opinions and ideas

Integrity
- Interact with honesty, consistency and transparency
- Operate in ways that demonstrate ethical behaviors
- Foster personal accountability to build trust

Innovation
- Cultivate creative ideas and unique talents across the organization
- Embrace a culture of continuous improvement
- Inspire the creation and application of new knowledge

Teamwork
- Sustain a culture that values collaboration
- Communicate openly to enhance understanding
- Establish effective partnerships

Excellence
- Promote the highest standards of safety, quality and service
- Strive to excel in every aspect of our mission
- Support an environment that inspires the best from our people

Catalog

Academic Year 2026-2027

Baylor College of Medicine is committed to a safe and supportive learning and working environment for its learners, faculty and staff. College policy prohibits discrimination on the basis of race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination and also violates College policy (02.2.25, 02.2.26) and will not be tolerated. In some circumstances, such discriminatory harassment also may violate federal, state or local law.

Baylor is committed to recruiting and retaining outstanding students, trainees, faculty and staff from a broad range of backgrounds and provides a welcoming, supportive learning environment for all members of the Baylor community.

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SCHOOL OF HEALTH PROFESSIONS

Our Mission

The School of Health Professions administers exemplary educational programs driven by continuous quality improvement to deliver an exceptionally prepared healthcare workforce grounded in evidence-based care and competent interprofessional practice.

Our Vision

The BCM School of Health Professions will be the leader in developing a diverse workforce that will transform healthcare through science, scholarship, and innovation.

Our Values

Respect

Value others and treat them with courtesy, politeness, and kindness
Encourage civil dialogue that considers diverse opinions and ideas

Integrity

Interact with honesty, consistency, and transparency
Operate in ways that demonstrate ethical behaviors
Foster personal accountability to build trust

Innovation

Cultivate creative ideas and unique talents across the organization
Embrace a culture of continuous improvement
Inspire the creation and application of new knowledge

Teamwork

Sustain a culture that values collaboration
Communicate openly to enhance understanding
Establish effective partnerships

Excellence

Promote the highest standards of safety, quality, and service
Strive to excel in every aspect of our mission
Support an environment that inspires the best from our people

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Description of Programs

Doctor of Nursing Practice, Nurse Anesthesia

The Baylor College of Medicine Doctor of Nursing Practice Program-Nurse Anesthesia produces future generations of professional nurse anesthetists who are leaders in clinical practice, as well as healthcare research, education, and policy. The program is designed in two tracks including a BSN-DNP track for RNs desiring to become CRNAs and a MS-DNP track for masters-prepared CRNAs desiring to obtain the DNP degree.

Physician Assistant Program

The BCM Physician Assistant Program educates physician assistants on the principles and practices of medicine to provide quality healthcare to diverse populations and optimize health in a broad range of settings. The core institutional values embraced by the BCM PA Program's faculty include respect, integrity, innovation, teamwork, and excellence.

Orthotics and Prosthetics Program

The mission of the Orthotics and Prosthetics Program at Baylor College of Medicine is to provide the highest level of education through evidence-based teaching and curriculum design, integrated clinical residency, direct contributions to Orthotics and Prosthetics research, and collaboration with the local and national rehabilitative care community.

Genetic Counseling Program

The Genetic Counseling Program offered at Baylor College of Medicine provides an integrated medical genetics graduate education. Students benefit from the School of Health Professions and Baylor College of Medicine environment, which places emphasis on the values of respect, integrity, innovation, teamwork, and excellence.

Clinical Psychology PhD Program

The mission of the Baylor College of Medicine Clinical Psychology Ph.D. Program is to educate and train the next generation of scientist-practitioners who will advance research and evidence-based practice in clinical psychology. Courses and training experiences prepare graduates to generate, critically evaluate, and apply scientific evidence to promote mental health and human well-being.

Cardiovascular Perfusion Program

The Texas Heart Institute Cardiovascular Perfusion Program at Baylor College of Medicine is a post-baccalaureate program dedicated to preparing knowledgeable, skilled, and professional clinical perfusionists. Students receive comprehensive instruction in cardiopulmonary physiology and hands-on operating room experience, including the use of the cardiopulmonary bypass machine and related life-support equipment. Graduates are eligible to sit for the national certification examination administered by the American Board of Cardiovascular Perfusion.

Students and faculty will adhere to the policies, procedures, and guidelines referenced within this Catalog.

Course Catalogs include an overview of BCM's health sciences mission and values (e.g., preamble), student handbooks (which detail expectations of students and obligations of the institution), course descriptions, and degree requirements for each academic year that are generated by, and specific to, each BCM school and its corresponding academic program(s).

Five years of archived catalogs are available online at www.bcm.edu/registrar

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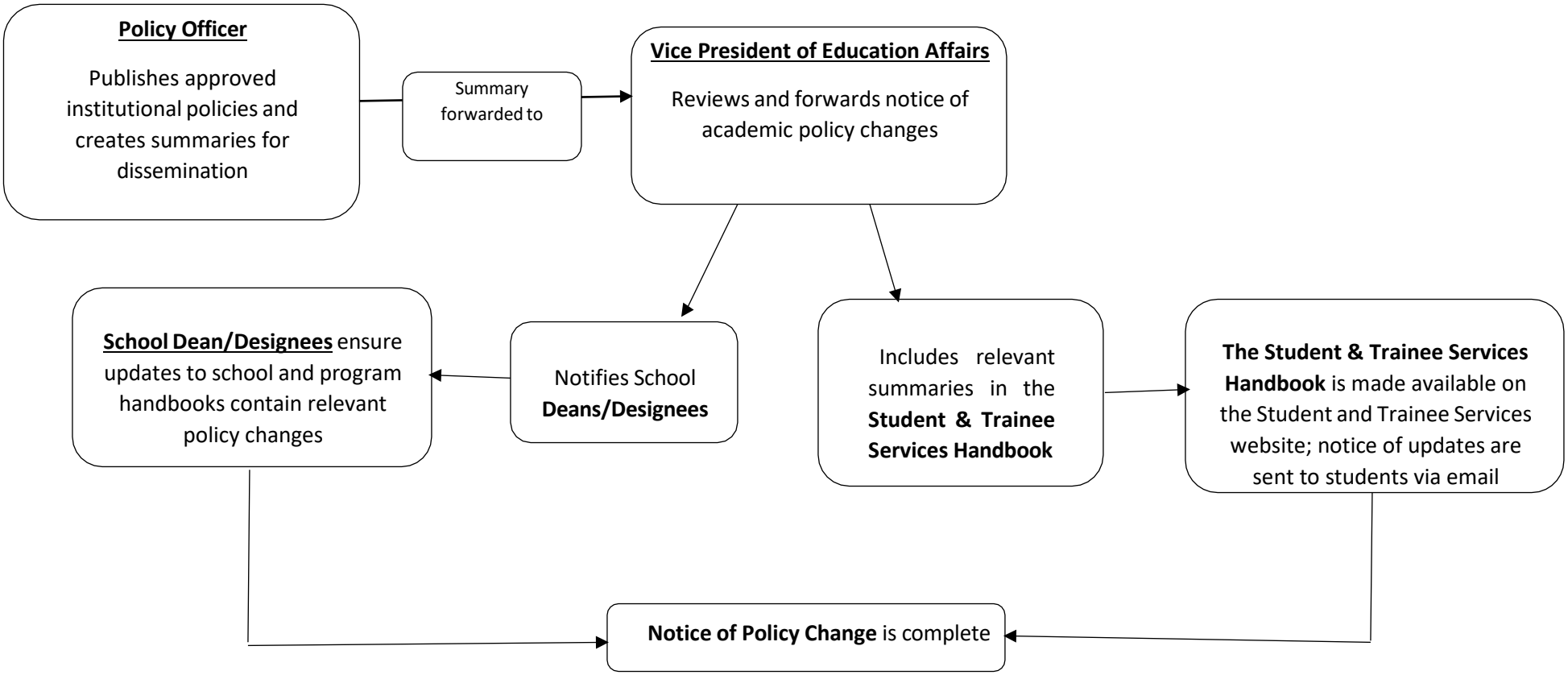
Baylor College of Medicine's Student Policy Communication Process

Baylor's Student Policy Communication Process describes the steps for the dissemination of policies approved by Baylor's Institutional Policy Committee. Please refer to this process established to communicate the approved policies applicable to the student body.



Last Updated 06/08/2023

Baylor College of Medicine

School of Health Profession's Student Policy Communication Process

For any new policy or policy change which will affect students, the School of Health Professionsfollows an established communication pathway. The Director of Policy Governance will communicate the approved policy or policy changes, with a brief description, to the Dean and Designated Individual and the Dean's designated administrative staff.

Either the Dean or the Dean's designee will then send notice of the policy change or addition via email to currently enrolled students in all programs in the School of Health Professions within two weeks of receipt.

Prior to communicating the change with students, the Dean will review the policy change or addition with the Program Directors and additional faculty and staff, when appropriate.

The Dean's designated administrative staff will update the School's Student Handbook with any necessary changes within two weeks of the policy change or addition. Students will be provided with an updated handbook via email, and any links to the handbook will be updated online.

Last Updated 06/08/2023

Baylor College of Medicine

Baylor College of Medicine
School of Health Professions

Student Handbook

Revised June 2026

Student Handbook
Baylor College of Medicine
School of Health Professions

As a student enrolled in the Baylor College of Medicine School of Health Professions' academic programs, you should be knowledgeable of the College's policies, rules, regulations, and administrative procedures that affect you. This Student Handbook provides guidelines and policies for all Health Professions students as well as specific information for your particular academic program. Students are responsible for all the information presented in this Handbook.

In addition to the policies and procedures presented in this handbook, SHP students are expected to abide by all policies of Baylor College of Medicine as published in the College's Policy and Procedures Manual.

The Academic Policies website provides links to policies of particular relevance to students.

While every effort has been made to verify the accuracy of information, Baylor College of Medicine reserves the freedom to change, without notice, degree requirements, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any other information published herein. This publication is not to be regarded as a contract.

Further information can be obtained from personnel in the following locations:

Office of Education Affairs
Baylor College of Medicine
One Baylor Plaza
Cullen Bldg., Room 430A
Houston, Texas 77030
(713) 798-8172

School of Health Professions
Baylor College of Medicine
One Baylor Plaza, MS BCM115
DeBakey Bldg., Suite M108
Houston, Texas 77030
(713) 798-4613

Doctor of Nursing Practice Program
(Nurse Anesthesia)
Baylor College of Medicine
One Baylor Plaza, MS BCM115
DeBakey Building, Suite M108
(713) 798-8650

Orthotics & Prosthetics Program
Baylor College of Medicine
One Baylor Plaza, MS BCM115
DeBakey Bldg., Suite M108
Houston, Texas 77030
(713) 798-3098

Physician Assistant Program
Baylor College of Medicine
One Baylor Plaza, MS BCM115
DeBakey Bldg., Suite M108
Houston, Texas 77030
(713) 798-3663

Genetic Counseling Program
Baylor College of Medicine
One Baylor Plaza, MS BCM115
DeBakey Bldg., Suite M108
Houston, Texas 77030
(713) 798-5400

Clinical Psychology PhD Program
Baylor College of Medicine
One Baylor Plaza, MS BCM115
DeBakey Bldg., Suite M108
Houston, Texas 77030
(713) 798-4613

Cardiovascular Perfusion Program
Baylor College of Medicine
One Baylor Plaza, MS BCM115
DeBakey Bldg., Suite M108
Houston, Texas 77030
(713) 798-6020

Baylor College of Medicine admits students of any race, sex, religion, marital status, sexual orientation, color, national or ethnic origin, disability, or age to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. College policy prohibits discrimination on the basis of race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, veteran status, disability or genetic information in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

NOTICE OF NONDISCRIMINATION

Baylor College of Medicine is committed to a safe and supportive learning and working environment for its learners, faculty and staff. College policy prohibits discrimination on the basis of race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination and also violates College policy (02.2.25, 02.2.26) and will not be tolerated. In some circumstances, such discriminatory harassment also may violate federal, state, or local law.

If you believe that you have experienced or observed discrimination or harassment based on gender, gender identity or expression, or sexual orientation, please contact the College's Title IX Coordinator.

Title IX Coordinator
Office of Title IX and Disability Services
2 Greenway Plaza
MailStop: BCM119
Houston, Texas 77030
Phone: 713.798.8137
Email: title-ix@bcm.edu

If you believe that you have experienced or observed discrimination or harassment based on race, color, age, religion, national origin, veteran status, disability, or genetic information, please contact the College's Employee Relations Team in the Office of Human Resources.

Employee Relations Team, Office of Human Resources
Phone: 713.798.4346 Email: employeerelations@bcm.edu

To make a report outside of the College you may file a complaint with the U.S. Department of Education's Office of Civil Rights (OCR).

REGIONAL OFFICE:

Office for Civil Rights
U.S. Department of Education
One Petticoat Lane
1010 Walnut St., 3rd Floor, Suite 320
Kansas City, MO 64106
Telephone: 816.268.0550
Fax: 816.268.0599; TDD: 800.877.8339
Email: OCR.KansasCity@ed.gov

NATIONAL HEADQUARTERS:

U.S. Department of Education
Lyndon Baines Johnson
Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800.421.3481
FAX: 202.453.6012; TDD: 800.877.8339
Email: OCR@ed.gov

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The SHP Student Handbook was previously structured based on the BCM School of Health Professions Academic and Administrative Policies, Procedures, and Operational Guidelines, which was web-based. To maintain consistency across programs’ internal documentation and syllabi structures, this Handbook maintains the organizational structure moving from starting at Article 2 and moving directly to Article 5.

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Section 1

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School of Health Professions

- Mission & History
- Governance
- Accreditation
- Administration, Faculty, Staff

Baylor College of Medicine

History: Baylor College of Medicine, a private medical school, was chartered by the State of Texas in 1900 and organized as the University of Dallas Medical Department, an independent, nonsectarian institution. In 1903, it became affiliated with Baylor University in Waco as Baylor University School of Medicine. The College moved to Houston in 1943 and became the nucleus of the Texas Medical Center. Baylor College of Medicine separated from Baylor University in 1969 and became an independent corporation.

Mission: Baylor College of Medicine is a health sciences university that creates and applies science and discoveries to further education, healthcare, and community service locally and globally.

Diverse Perspectives: Baylor College of Medicine welcomes a breadth of backgrounds among its students, trainees, faculty and staff as an element of accomplishing our institutional mission, and setting standards for excellence in training healthcare providers, promoting scientific innovation, and providing patient-centered care.

- Respect and inclusiveness create an environment that is conducive to academic excellence, and strengthens our institution by increasing talent, encouraging creativity, and ensuring a broader perspective.
- A breadth of perspectives, lived experiences, and approaches helps position Baylor to reduce disparities in health and healthcare access and to better address the needs of the community we serve.
- Baylor is committed to recruiting and retaining outstanding students, trainees, faculty and staff from varied backgrounds by providing a welcoming, supportive learning environment for all members of the Baylor community.

Student Rights: Baylor College of Medicine is committed to creating an environment for students that is conducive to academic success and academic freedom commensurate with all applicable laws and regulations. As students are not only members of the Baylor academic community but are also members of society as a whole, Baylor works to ensure that all rights, protections, and guarantees that students are assured as citizens of society are also provided to them within Baylor.

Baylor College of Medicine's Statement of Student Rights aligns with the College's mission as a health sciences university that creates knowledge and applies science and discoveries to further education, healthcare, and community service locally and globally. These rights embody our values of respect, integrity, innovation, teamwork, and excellence, our vision to improve health through science, scholarship and innovation and our adherence to the Institutional Code of Conduct.

- Students have the right to freedom of expression within an atmosphere of culturally responsive inclusiveness and sensitivity. The free dissemination of ideas is key to promoting the academic, personal, and professional growth ofBaylor students.
- Students have the right to a safe learning environment that is free of discrimination, violence, and harassment. Baylor seeks to provide a community of respect, open communication, collaboration, and inclusiveness.
- Students have the right to due process in incidents of alleged student misconduct and have the right to appeal decisions in this regard. Baylor strives to guarantee accuracy in academic results and decisions.
- Students have the right to confidentiality of education records. Explicitly written confidentiality policies and procedures are in place to achieve the protection of all personal information and academic records.

Baylor College of Medicine supports a healthy balance of study or work and parenting. The institution recognizes the importance of breastfeeding for the health of both mother and child, and actively supports women who breastfeed while continuing employment or study. The full policy is available in the BCM Policy and Procedure Manual.

https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=02.2.50

Compact between Teachers, Learners, and Educational Staff

Learners pursuing a professional career at Baylor College of Medicine assume responsibility to develop in-depth knowledge, acquire and apply special skills, and demonstrate professionalism. Teachers guide and educate learners, and model appropriate attitudes, interpersonal skills and professional behaviors. Core educational staff support both learners and teachers. This Compact serves both as a pledge and a reminder to teachers, learners, and educational staff that moral, ethical and professional behavior by all Baylor personnel is essential to the basic principles of this institution.

Guiding Principles of the Educational Compact

DUTY All participants in the education mission have a duty to sustain a learning environment conducive to maintaining the knowledge, attitudes, and skills necessary for providing contemporary standards ofprofessional behavior.

INTEGRITY All education participants/parties will behave in a manner that reflects individual and institutional commitment to intellectual and moral excellence.

RESPECT Fundamental to the ethic of professions is respect for every individual. Mutual respect between learners, as newer members of the profession, and their teachers, as experienced professionals, is essential for nurturing that ethic. In addition to individual respect, all educational parties must respect and follow established professional policies.

As a teacher, I pledge to:

- Maintain currency in my professional knowledge and skills
- Ensure excellence of the educational curriculum
- Be a Model of professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
- Respect all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
- Nurture learner commitment to achieve personal, family, and professional balance
- Recognize and acknowledge expressions of professional attitudes and behaviors as well as the achievement of quantifiable academic excellence
- Respond vigorously to unprofessional behavior and indications of abuse or exploitation of faculty, learners, patients,colleagues, or staff
- Create a safe environment in which individuals can communicate any concern about breaches of this compact
- Accept responsibility for instilling these attributes in learners and faculty for whom I have responsibility.

As a learner, I pledge to:

- Acquire the knowledge, skills, attitudes, and behaviors necessary to fulfill all established educational objectives
- Embody the professional virtues of integrity, empathy, altruism, compassion, respect, honesty, courage, and trustworthiness
- Respect as individuals, without regard to gender, race, national origin, religion, or sexual orientation, all patients, peers, faculty and staff
- Uphold the highest professional standards and conduct myself accordingly in all interactions with patients, peers, faculty and staff
- Assist my fellow learners in meeting their professional obligations, while fulfilling my own obligations as a professional
- Help create a safe environment in which individuals can communicate any concern about breaches of this compact.

As Educational Staff, I pledge to:

- **Maintain** currency in my professional knowledge and skills
- Help ensure excellence of the educational curriculum

- Embody professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
- Respect all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
- Help create a safe environment in which faculty, learners, and staff can communicate any concern about breaches of this compact.

Code of Conduct: The Code of Conduct defines Baylor College of Medicine's long-standing commitment to integrity and defines the professional and ethical ways in which we work with one another. The Code of Conduct also includes our expectations for ethical behavior, respect, work within teams and the day-to-day of each person at Baylor College of Medicine. Information regarding the Code of Conduct can be found by visiting the webpage https://www.bcm.edu/about-us/our-campus/compliance.

Outside Speakers: Baylor College of Medicine (BCM) students or student groups may from time to time invite outside speakers to address BCM functions. Outside speakers must be approved in advance by the Dean or designee. The names and credentials of proposed speakers, purpose of the presentation, and proposals for any costs such as travel, expenses, and honoraria, must be presented to the Dean or designee for review and approval at least three weeks prior to the event. All outside speakers will be required to meet the professional standards expected of BCM faculty, with evidence-based presentations when applicable and complete disclosure of funding and conflicts of interest.

Fundraising Policy: BCM publishes a fundraising policy to ensure appropriate fundraising practices and purposes at BaylorCollege of Medicine (BCM).
http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=17.1.03
https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=17.1.07

Distance Education Policy: BCM publishes a distance education policy to ensure the institution adheres to the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and state and federal regulations in regard to distance education.
http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.10

School of Health Professions

History: The Division of Allied Health Sciences (DAHS) began in 1976 as a component of Baylor College of Medicine's (BCM) Department of Community Medicine. In 1988, the DAHS transferred to the Dean of Medical Education's Office. In 2005, the College's Board of Trustees approved the conversion of DAHS to an independent School of Allied Health Sciences whose name changed in 2018 to the School of Health Professions (SHP). In 2007, the SHP was administratively positioned to answer directly to the Executive Vice President and Executive Dean of the College. With the advent of the Provost's office in 2014 the Dean reported to the Provost. In 2020, with a change to the institutional bylaws, reporting reverted to the President and Executive Dean, in alignment to reporting of Department chairs and Center Directors. In 2021, the Provost Office was dissolved and the President and Executive Dean promoted the Dean of Medicine to Senior Dean of the School of Medicine and School of Health Professions. The Senior Dean will oversee all strategic and operational aspects of both schools and the Dean of SHP will report to the Senior Dean.

Mission: The School of Health Professions administers exemplary educational programs driven by continuous quality improvement to deliver an exceptionally prepared healthcare workforce grounded in evidence-based care and competent interprofessional practice.

Definition of "Health Professions": The term "Health Professions" identifies a cluster of health professions and educational programs that are administratively aligned as an academic unit of a school, college or university. The health professions represented in each cluster vary across colleges, universities, and governmental agencies. At Baylor College of Medicine, the Health Professions programs currently includes the disciplines of Genetic Counseling, Nurse Anesthesia, Orthotics and Prosthetics, Physician Assistant Studies, Clinical Psychology, and Cardiovascular Perfusion, which are administratively aligned within the School of Health Professions.

Governance: The School of Health Professions is an academic unit of Baylor College of Medicine. The School is the academic home for health professions faculty, degree programs, and students. The faculty and students are responsible for understanding and following current policies and procedures as published in the SHP Student Handbook for each program, including periodic updates. Faculty and students are notified of updates to the SHP Student Handbook via email.

The academic policies of the School are established by the College and the Health Professions Education Executive Committee (EEC). Health Professions Admissions, Health Equity, Curriculum, Student Promotions and Academic Achievement, and Faculty Appointments and Promotions Committees report annually to the EEC. These committees may implement the College's policies in their respective areas and recommend new policies to the Health Professions EEC for consideration.

Accreditation: Baylor College of Medicine and the School of Health Professions Programs are accredited as follows:

- Baylor College of Medicine is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award masters and doctoral degrees. Contact the Commission on Colleges (1866 Southern Lane, Decatur, GA, 30033-4097; 404-679-4500) for questions about the accreditation of Baylor College of Medicine.
- Council on Accreditation of Nurse Anesthesia Educational Programs (10275 W. Higgins Rd., Suite 906, Rosemont, IL, 60018-5603, (224) 275-9130). The DNP Program—Nurse Anesthesia is accredited through May 2034.
- Accreditation Review Commission on Education for the Physician Assistant (12000 Findley Road, Suite 150, Johns Creek, GA, 30097; 770-476-1224). The Physician Assistant Program is accredited through June 2029.
- Commission on Accreditation of Health Professions Education Program (1361 Park Street, Clearwater, FL, 33756; 727-210- 2350). Master's programs in Orthotics and Prosthetics are accredited by CAAHEP. The program is accredited through July 2030. Their Residency Program is accredited by the National Commission on Orthotic and Prosthetic Education through November 2027.
- The Cardiovascular Perfusion program is also accredited by CAAHEP and this accreditation runs through March 2028.
- Accreditation Council for Genetic Counseling (PO Box 15632, Lenexa, KS, 66285; 913-222-8668). The Genetic Counseling Program was granted new program accreditation status on February 6, 2018. In December of 2021, the program attained full accreditation status, without restrictions that will remain in effect for 8 years, until 2029. The program will be required to submit a self-study in 2028 to apply for re-accreditation.
- The Clinical Psychology program is not accredited by the American Psychological Association (APA). The program plans to seek APA accreditation and will submit a self-study and initial accreditation application at the earliest eligible opportunity.

Baylor College of Medicine is legally authorized to grant degrees and grant credits toward degrees in the State of Texas by the Texas Higher Education Coordinating Board (P.O. Box 12788, Austin, TX, 78711; 512-427-6225).

- Approved by Academic Council on November 15, 2004) (Approved by BCM Board of Trustees on January 26, 2005
- Approved by Health Professions Education Executive Committee on June 26, 2008
- Revisions approved by Health Professions Education Executive Committee on June 7, 2002.

Administration and Faculty – The administration, faculty, and staff of the School of Health Professions are listed below along with their telephone numbers and email addresses.

School of Health Professions

Interim Dean		
Eric Storch, PhD	eric.storch@bcm..edu	713-798-4613
Assistant Professor		
Keri Sprung, MBA	keri.sprung@bcm.edu	713-798-4613
Assistant Professor		
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Assistant Dean for Health Equity		
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Assistant Dean of Strategy & Assessment		
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Lead Coordinator, Business Operations		
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Clinical Psychology PhD Program

Director		
Andrea Bradford, PhD	andrea.bradford@bcm.edu	713-798-3838

Doctor of Nursing Practice Program (Nurse Anesthesia)

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Coordinator, Program Management		
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Genetic Counseling Program

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Section 2

Academic and Administrative Policies, Procedures, and Operational Guidelines

School of Health Professions

(Approved by Academic Council on November 15, 2004)

(Approved by BCM Board of Trustees on January 26, 2005)

(Approved by Health Professions Education Executive Committee on June 26, 2008)

(Revisions approved by Health Professions Education Executive Committee on June 8, 2022)

Article 2. Academic Governance

Academic governance in the School of Health Professions (SHP) is based on College policies and procedures and administered through the Health Professions Education Executive Committee and through its' School committees that are appointed by the Dean, and the program executive and admissions committees appointed and chaired by each Program Director. The purpose and composition of each committee is detailed in separate charge documents reviewed by the Dean, Program Directors, and Education Executive Committee.

Article 2.1 Health Professions Education Executive Committee – The Health Professions Education Executive Committee (EEC) is a committee of the SHP. The EEC is designed to advise the Dean to carry out implementation and management of school and institutional priorities as determined by or delegated by the Dean as the chief institutional officer of the SHP. These priorities pertain to strategic planning, governance, and administrative operations such as are necessary to achieve the missions of the School and College and to comply with applicable laws and regulations of the U.S. Government and/or the State of Texas and the standards of institutional and program accreditors. The EEC advises the Dean in setting policies regarding the governance of health professions programs that are consistent with Baylor's policies and procedures and faculty bylaws. The EEC is chaired by the Dean, and includes Assistant/Associate Deans, Health Professions Program Directors and Associate Directors, chairs of Health Professions Committees, three to four BCM faculty members, at-large and with interest in Health Professions programs, and 1-2 public members (as required by specialty accreditors).

Article 2.2 Health Professions Community Health Committee – The Health Professions Community Health Committee (CHC) is charged with proposing priorities, strategies, and initiatives for SHP that will foster and monitor the development and retention of a broadly diverse and inclusive student body, staff, and faculty, aligned to school and institutional values. The CHC will also foster and support engagement with local and regional communities as part of our educational and service missions. Membership is by invitation of the Dean. The committee was established as a subcommittee of the EEC in July 2020. In 2021, the subcommittee was designated a standalone committee.

Article 2.3 Health Professions Curriculum Committee – The Health Professions Curriculum Committee (CC) provides review, guidance, evaluation, and documentation of proposed new curriculum content and changes to existing curricula for educational program in the SHP. The Chair reports annually to the Health Professions EEC regarding major curricular revisions and results from course assessments. The Committee's membership is composed of Health Professions faculty and students, an interdisciplinary cross section of BCM faculty members with teaching responsibilities in Health Professions programs, and non-voting ex officio members representing other Schools of the College and additional bodies, as approved by the Dean. Committee members are appointed by the Dean of the SHP, with input from the Health Professions program directors.

Article 2.4 Health Professions Student Promotions Committee – The Health Professions Student Promotions Committee (SPC) is charged with monitoring student academic performance. The Committee ensures that each student satisfactorily completes each required course in the curriculum, meets all criteria for promotion from year to year, and ultimately satisfies all the requirements for graduation. The Health Professions Student Promotions Committee Chair reports to the Health Professions EEC regarding grading policies, assessment of academic achievement, and other topics related to students' academic progress. The Committee is composed of Health Professions faculty and faculty at large, who participate in activities of each Health Professions program, as appointed by the Dean of the SHP.

Article 2.5 Health Professions Faculty Appointments and Promotions Committee – The Health Professions Faculty Appointments and Promotions Committee (FAPC) is the SHP committee that evaluates candidates for faculty appointments, promotions, and granting of tenure and makes recommendations to the Health Professions Dean. The Committee is responsible for (1) assisting the Dean in planning and implementing policies and procedures for appointment and promotion of SHP faculty members, (2) creating guidelines, procedures, and processes for managing its duties, (3) reviewing qualifications of individuals to be recommended for appointments and/or promotions to associate professor and above in the SHP, and for tenure promotions, and (4) forwarding appointments and promotions recommendations to the Dean. The committee does not review appointments to instructor or assistant professor level which are made at the discretion of the Dean.

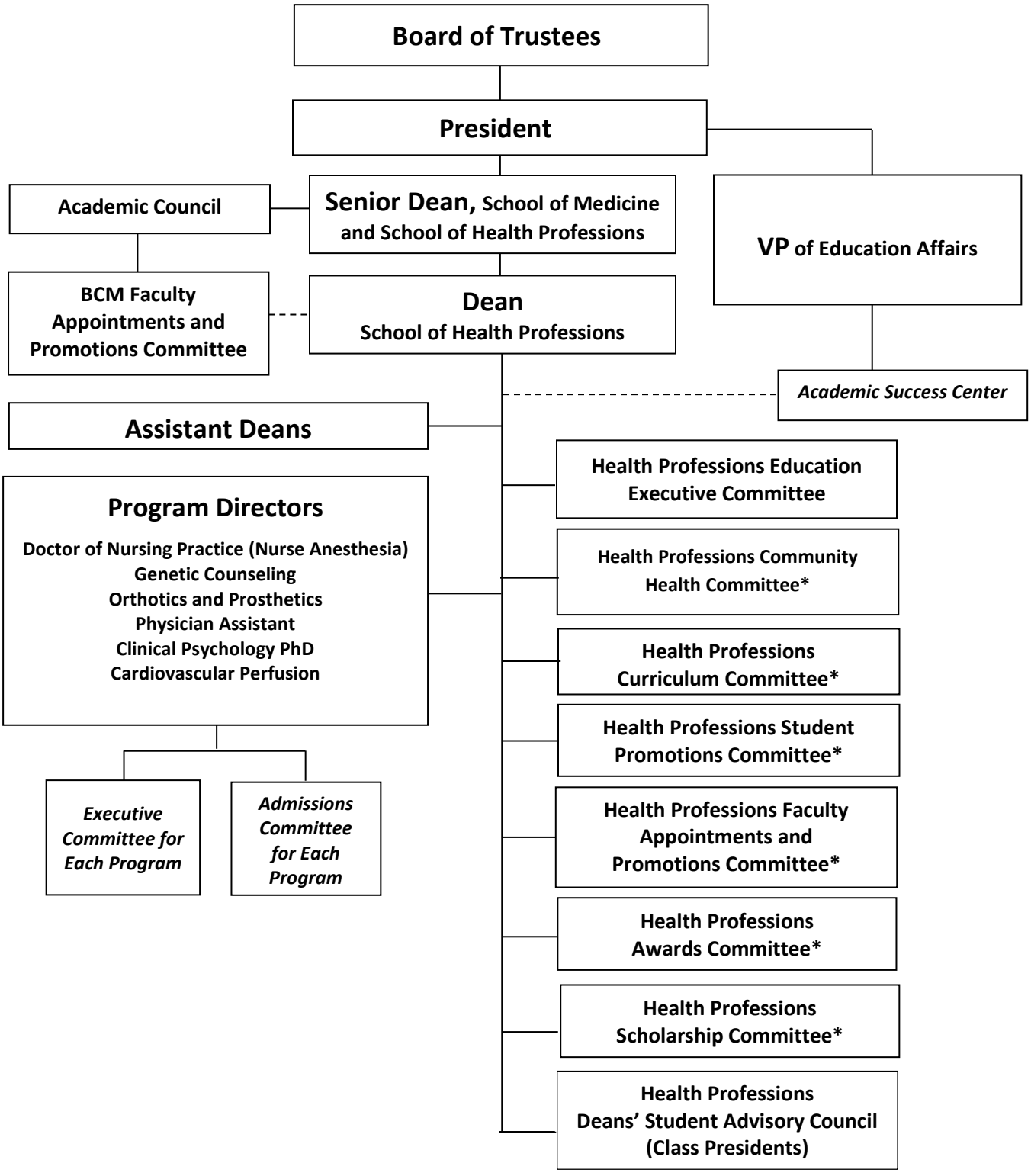
Article 2.6 Health Professions Awards Committee – The purpose of the Awards Committee (AC) is to recognize excellence in education for the School of Health Professions by developing and monitoring processes for award dissemination across the School and its programs. Nominees for membership will be solicited from the Committee Chair and appointed by the Dean.

Article 2.7 Health Professions Scholarships Committee – The Health Professions Scholarship Committee (SC) reviews student applications for individual scholarships relative to specific scholarship criteria, upholds donors wishes, selects scholarship recipients, and maintains proper documentation and record retention. The committee's membership is composed of at least one faculty member from each SHP program.

Article 2.8 Program Executive Committees – Each Health Professions program has a Program Executive Committee responsible for developing program policies/procedures and curriculum, and for evaluating all aspects of the program including its outcomes. The membership of each Program Executive Committee is composed of program faculty and leadership, as well as other key stakeholders for the program. The Program Director appoints and chairs the Program Executive Committee and reports to the SHP Dean and other SHP committees, seeking policy approvals when necessary.

Article 2.9 Program Admissions Committees – The Health Professions Admissions Committee for each academic program reviews and ranks each applicant who meets or exceeds the minimum requirements for admission and who completes the admission interview process. The Admissions Committees also make recommendations to the Health Professions EEC on policies concerning applicants to the SHP. The Admissions Committees review admissions requirements as outlined in application materials for accuracy and consistency. Each Admissions Committee is chaired by the Program Director, or designee, who appoints its members from Health Professions faculty and students and other BCM faculty members.

Illustration 1: Academic Governance
School of Health Professions



* Health Professions committees are responsible to the SHP Dean with the oversight of the Health Professions Education Executive Committee.

Article 5. Health Professions Students

Article 5.1 Admissions -- Students enrolled in SHP programs are selected after being screened by Health Professions faculty members, interviewed by Health Professions and other College faculty members and students, reviewed and ranked by the Health Professions Program Admissions Committee, and officially accepted to the College by the Dean.

Minimum admissions requirements for the SHP's degree programs are set by each program individually. Program-specific admission requirements are published on each program's website. Transfer credit from other institutions will not be accepted (Reference: BCM Policy and Procedure Manual 23.1.05 http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.05. The Health Professions Program Admissions Committees may grant advanced standing in accordance with program-specific policies.

Article 5.2 Non-Discrimination Policy – The College and the SHP admit students without taking into account age, ancestry, color, creed, gender, marital status, national origin, race, religion, gender, sexual orientation, veteran status or disability unrelated to educational requirements and apply its admissions policies, educational policies, scholarship and loan programs and other school administered programs accordingly.

Article 5.3 Background Checks – All applicants who receive an offer of admission must complete a background check as a condition of matriculation into the SHP. The background check will include a criminal records search, social security number trace, and professional license verification. Applicants have the right to review the reported information for accuracy and completeness and to request that the vendor verify that the background information provided is correct.

- All applicants must complete a background check authorization form when requested. Admission may be denied if an applicant refuses to sign the background check authorization form, omits material facts on the form, or provides false information.
- Any offer of admission will be contingent upon completion of the background check with results deemed satisfactory. Admission may be denied or rescinded based on a review of the background check report.
- If a student is unable to participate in clinical rotations at the College's affiliated clinical sites due to criminal or other adverse activities that are revealed in a background check, he or she will not be able to fulfill the program requirements. An offer of admission will be rescinded based on the student's inability to complete the curriculum.

The School of Health Professions will arrange for an outside vendor to conduct background checks and assume the cost of this service. Reports issued directly to the SHP will be kept confidential at all times. If the report does not contain any negative findings as determined by the Program, the applicant will be allowed to enroll and participate in clinical rotations. If a report does contain negative findings, the Program Director may request that the applicant submit additional information regarding the negative finding. The Program Director, in consultation with the Dean, and, as needed, the College's Office of the General Counsel, will review all information available and determine appropriate action.

Article 5.4 Enrollment – All Health Professions students must enroll officially through the Registrar's Office. Given the demands of health professions graduate education, students are strongly encouraged not to be employed and working while concurrently enrolled in a SHP program.

Article 5.5 Tuition and Fees – Tuition and fees are set by the President each academic year. Students who repeat coursework or otherwise extend their enrollment beyond the typical length of their programs will be charged tuition and fees for each additional period of enrollment. Title IV Federal financial aid recipients who meet degree requirements prior to the end of the semester will be subject to the Return of Title IV Funds Policy. All other students will be subject to the Institution's Refund and Repayment Policy. http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.04

The full tuition and fee assessment policy, including information regarding leaves of absence, is available in the BCM Policy and Procedure Manual 23.1.02
http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.02

A student on an approved leave of absence should also consult Article 7.1 regarding participation in the student health insurance program while on leave.

Article 5.6 Falsification of Admission Application – Occasionally candidates make inaccurate statements or more rarely submit false material in connection with their admissions application. In most cases, these misrepresentations are discovered during the application process and the application is rejected. If the misrepresentation is discovered after the candidate is admitted, the offer for admission is normally withdrawn. If misrepresentation is discovered after a student is registered, the offer of admission normally will be revoked, and the student will be required to leave the School. If the discovery is made after a degree has been awarded, the degree may be rescinded. The determination that the application is inaccurate or contains misrepresentation rests solely with the Dean and will be resolved outside the student disciplinary process.

Article 5.7 Attendance – Attendance is required of all students for learning activities specified by their respective program, including didactic courses, laboratories, small group sessions, and other activities set by the program for essential learning.

Article 5.8 Attendance: Clinical Curriculum - Attendance during all aspects of clinical courses is expected and considered an important part of the student's responsibility and education and is an important component in the evaluation of student performance. Students form an integral part of the clinical team and are accorded active clinical roles based on the expectation that they will fulfill their educational and patient care responsibilities. All students are required to be present on the first day of a new clinical course. Participation in the orientation session of a new clinical course is mandatory since important information regarding course expectations and procedures is covered on the first day. Requests for exceptions must be arranged with the Program Director. Course expectations and attendance requirements for clinical courses are determined and recorded by the program or clinical site. In addition, students are expected to remain available to discharge clinical responsibilities until released from duty up to and including the final day of the applicable term.

Article 5.9 Leave of Absence – The Dean or designee may approve a student Leave of Absence upon the Program Director's recommendation. Please see Baylor College of Medicine's Student Leave of Absence Policy for conditions and definitions. Should a Leave of Absence be sought, complete the School of Health Professions Leave of Absence Request form to begin the Leave of Absence process.

Article 5.10 Withdrawal from the College – A student who wishes to withdraw from the SHP must personally meet with the Dean and/or the Program Director and submit a request to withdraw to the Dean in writing. When a student is referred to the SHP Student Promotions Committee (HPSPC) due to poor academic performance, the student has two (2) business days to request a withdrawal after meeting with their Program Director or designee. A request to withdraw will not automatically be granted for a student who has been dismissed by action of the HPSPC or whose dismissal is in the appeals process. The HPSPC retains discretion in deciding to allow withdrawal or implement dismissal in these circumstances.

The Office of the Dean and/or the Program Director will advise the student about the check-out process to be completed within five business days. After five (5) business days, the student who withdraws from a program but has not completed the check-out process is considered withdrawn. **Nonetheless, it is a requirement that an exiting student fully completes the clearance form**.

The official records of a student who is withdrawing or has been dismissed from the College will be placed on hold until the check-out process is complete, all within, and guided by, current regulatory and legal limitations. The College will not release any official records until the student has obtained the required signatures on the check-out form and returned it to the Program Director. The student shall remain responsible for tuition and fees up to the date that the Program Director certifies that the clearance process has been completed. Once the check-out process is deemed complete by the Program Director and the Student Clearance From is processed by the Registrar's Office, the hold will be removed from the student's records.

Article 5.11 Reinstatement of Students Previously Dismissed or Voluntarily Withdrawn A student who wishes to be re-admitted to the College should apply to the respective program in the same way as any new applicant. The respective program shall have available the student's entire permanent record at the College. The Admissions Committee may request any additional information that might help them in their decision. This might include documentation of additional academic and work experience, medical and psychiatric data, etc.

This procedure is applicable to the following:

- Students dismissed for academic reasons
- Students dismissed for nonacademic reasons
- Students who have withdrawn from Baylor College of Medicine.

Article 5.12 Credit Hour Assignment – Across all programs in the SHP, a "semester credit hour" is the academic unit used. Semester credit hour assignment is an institutionally established equivalency determined as follows:

Academic credit awarded in semester hours. One hour serves as the base unit for awarding academic credit. The program will monitor reasonable equivalency for semester hours across all courses.

Time spent in student instruction and learning. This time will receive the following academic credit:

1) One semester credit hour of classroom learning = 15 hours of classroom instruction and a minimum of 2 hours of out-of-class student work per hour of classroom instruction.
2) One semester credit hour of laboratory learning = 30 hours of laboratory learning and a minimum of 1 hour of out-of-class student work per hour of laboratory learning.
3) One semester credit hour of distance learning or research = 45 hours of learning activities comprised of both time spent online and student work off-line.
4) One semester credit hour of clinical learning = 100 hours of clinical time.

   In order to align with clinical learning in the School of Medicine, the PA program awards one semester credit hour for every 40 hours of clinical learning.

Activities with multiple learning models. Credit hour assignment for courses using a combination of learning modalities will follow the above criteria in a combined summative fashion.

The Doctor of Nursing Practice program requires the successful completion of a minimum of 125 semester credit hours beyond the baccalaureate degree.

The Master of Science in Genetic Counseling program requires a minimum of 55.5 semester credit hours for completion.

The Master of Science in Orthotics and Prosthetics program requires a minimum of 124 semester credit hours for completion.

The Master of Science in Physician Assistant Studies program requires a minimum of 134 semester credit hours for completion.

School of Health Professions: Number of Contact Hours Equal to 1 Semester Credit Hour				
Type of Instruction	*Lecture*	*Laboratory*	*Distance Learning or Research*	*Clinical**
Contact Hours	15	30	45	100
Semester Credit Hours	1	1	1	1

*The PA Program calculates clinical credit hours in alignment with the School of Medicine as outlined in Section A.1.b of this policy.

The full policy is available in the BCM Policy and Procedure Manual.
http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.11

Article 5.13 Grading and Grading Policies

Article 5.13.1 Assignment of Grades –Individual programs and course directors determine how to calculate course grades and the weight given to each component used to compute interim and final grades. At the conclusion of each didactic and clinical course, the department or course director shall render a final course grade for each enrolled student. Interim term grades are assigned for courses that continue into the following term; final grades are not available until the course is completed.

When any course has multiple scores that are computed/weighted to a final course grade, all decimal points should be considered in calculating the final course grade. The final course grade is determined by rounding to the nearest whole number without decimals.

All grades are rendered as shown in Table 1, with the exceptions of specific courses identified below for which grades are rendered as shown in Table 2. If all requirements have not been met for a course, or a targeted remediation is offered but not completed, a grade of "Incomplete" (I) is assigned.

Table 1. Grade assignments and point values of SHP courses.

Grade	Score Range	Quality Points	Interpretation
A	90 – 100	4.0	Exceptional performance
B	76 – 89	3.0	Performance meeting expectations
C	70 – 75	2.0	Unsatisfactory performance (failure)
D	65 – 69	1.0	Unsatisfactory performance (failure)
F	0 – 64	0.0	Unsatisfactory performance (failure)

Grades for the following courses are to be rendered as shown in Table 2.

- Clinical Biochemistry
- Anatomical Science 1 & 2
- Human Physiology 1 & 2
- Immunology for Health Professions (DNP and PA Students)
- Medical Ethics (OP and PA Students)

Table 2. Alternate grade assignments and point values for selected SHP pre-clinical courses.

Grade	Score Range	Quality Points	Interpretation
A	90 – 100	4.0	Exceptional performance
B	70 – 89	3.0	Performance meeting expectations
C	65 - 69	2.0	Unsatisfactory performance (failure)
D	60 - 64	1.0	Unsatisfactory performance (failure)
F	0 – 59	0.0	Unsatisfactory performance (failure)

Article 5.13.2 Reporting of Grades – Course directors for all didactic and clinical courses report interim and final scores in whole numbers to the appropriate Program Director. Following the completion of exam week each academic term, Program Directors may release course grades, including scores to students. If a final course grade is rendered prior to exam week, Program Directors will determine the appropriate time to release grades to the students. In the event a course is shared by students from multiple programs, Program Directors must jointly determine the appropriate time for grade release. Each Program Director reports grades to the Registrar and maintains a cumulative grade sheet that displays all interim and final grades by term for each student in the program.

Article 5.13.3 Course Grade Requirements – All courses require a final grade of B or better or pass if the course is pass/fail. Any final grade lower than a B is considered a failing grade and the stipulations below under "Final Grades" apply. Course directors may require an academic intervention designed to address less-than-satisfactory performance on a learning or assessment activity within a given course, regardless of whether that learning or assessment activity results in a passing or failing final course grade. When an academic intervention for a learning or assessment activity is required, the highest score possible is the minimum passing score for the learning or assessment activity.

All grades of Incomplete in pre-clinical courses must be replaced by passing grades before a student enrolled in the DNP, OP, or PA program may progress to the clinical phase of their respective program. This does not apply to students enrolled in the GC program, where clinical rotations (field placements) occur in parallel with the didactic coursework.

An incomplete may be assigned in clinical courses where faculty have determined that targeted remediation is necessary and appropriate. The type and extent of remediation will be determined by the Program Director with consideration of the individual student's learning needs and patient safety. Students may only be assigned two incompletes in clinical courses during the entire program (exclusive of incompletes in preclinical courses). If targeted remediation is necessary in a third clinical course, a final grade of fail will be assigned and the matter referred to the SPC. All grades of Incomplete must be replaced by passing grades prior to graduation from an SHP program.

Article 5.13.4 Interim Grades

1. All course grades must be A, B, C, D, or F. Course grades of pass or fail alone may not be used.
2. All interim course grades that fall below a B result in a Letter of Jeopardy from the Program Director. The purpose of this letter is to document that the program has informed the student of the interim score and the requirement that performance must improve in order to pass the course. The letter will remind the student about available educational support (e.g., meet with course director/faculty, Program Director, Academic Success Center, Student Counseling Service).
3. Interim grades that fall below the minimal passing requirement cannot be remediated.

Article 5.13.5 Final Course Grades

1. Students must achieve a final passing grade of B or better in all letter graded courses.
2. Only final course grades can result in formal academic action by the Program Director or SPC (e.g., academic probation, dismissal).
3. When a student achieves a final course grade of C, D, or F, the Course Director will evaluate for areas of focused knowledge deficits.
    a. If one area of focused knowledge deficit is identified, the Course Director may direct a targeted remediation in the one area of weakness.
        i. Targeted remediation will be coordinated with the Program Director.
        ii. The Course Director reports a grade of incomplete (I) to the Program Director and confers with the Program on a date for completion of remediation.
        iii. Successful targeted remediation results in the lowest passing grade in that course being reported as a final grade to the Program Director.
        iv. Unsuccessful targeted remediation results in the original failing grade being reported as a final grade to the Program Director.

b. If more than one area of knowledge deficit is identified, the student is not eligible for targeted remediation and the original failing grade (C, D, or F) is reported as a final grade to the Program Director.

4. If a student has a single failing final course grade following unsuccessful targeted remediation or if more than one area of knowledge deficit was identified, the responsible Program Director places the student on academic probation and arranges comprehensive remediation of the course.
   a. Comprehensive remediation includes a course examination and/or clinical remediation activities representing all course content areas.
      i. Successful comprehensive remediation will result in the lowest passing grade in the course being reported as a final course grade to the Program Director and will be reflected on the student's transcript.
      ii. Failure of comprehensive remediation results in the original failing grade being reported as a final course grade to the Program Director and will be reflected on the student's transcript. The Program Director will refer the matter to the HPSPC. The HPSPC may require the student to repeat the course in its entirety, or other actions deemed appropriate.
5. The Program Director can authorize comprehensive remediation of two failing final course grades, provided they do not occur concurrently.
6. If a student has two or more concurrent failing final course grades, the responsible Program Director places the student on academic probation, does not authorize remediation, and refers the matter to the HPSPC with a recommended course of action. The recommendation, along with any mitigating factor(s), will be considered by the HPSPC. The HPSPC will consider options deemed appropriate, including dismissal.
7. If after successfully remediating two comprehensive failing final course grades, a student has a third failing final course grade, the responsible Program Director places the student on academic probation, does not authorize comprehensive remediation, and refers the matter to the HPSPC. The HPSPC will consider dismissal unless other options are deemed appropriate due to mitigating factor(s).
8. When a student is referred to the HPSPC, the student is required to meet with the Program Director or designee within one business day of failure notification.
   a. The Program Director will review policies and resources pertinent to the student's situation.
   b. The student will have an opportunity to disclose any mitigating factor(s) they wish the HPSPC to consider to the Program Director or designee.
   c. Mitigating factors known to the student and not disclosed at the time of the Program Director or designee meeting may not be used to appeal the HPSPC's final decision. Refer to Student Appeals and Grievance Policy IV.D.1.a.
9. The student will have two business days following the meeting with Program Director or designee to request a withdrawal from BCM. However, a request to withdraw will not automatically be granted for a student who has been dismissed by action of the HPSPC or whose dismissal is in the appeals process. In these circumstances, the HPSPC retains discretion in deciding to allow withdrawal or implement dismissal.

Article 5.14 Transcripts – All final grades appear on transcripts. If all course requirements have not been met, a gradeof "I" (Incomplete) will appear on the transcript. When a completed course has been failed, or remediation is not successful, the initial failing grade of C, D, or F becomes part of the official transcript. Conversely, when a course has been successfully remediated through targeted or comprehensive remediation the transcript will show only the final grade, which will be the lowest possible passing grade (B) in that course. Additionally, if a course has been repeated in its entirety, that transcript will show both the original failing grade, and the grade achieved in the repeated course.

Article 5.15 Student Records – The College's policy regarding integrity, confidentiality, and retention of student academic records is based upon practices recommended by the American Association of American Collegiate Registrars and Admissions Officers, accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges, and the Family Educational Rights and Privacy Act. The full policy is available in the BCM Policy and Procedure Manual 23.1.06 http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.06

Article 5.16 Release of Information – The College adheres to the Family Educational Rights and Privacy Act (FERPA), which affords students over 18 years of age certain rights with respect to their education records.

1. The right to inspect and review the student's education record.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent (directory information).
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Students may request in writing that the College withhold their directory information from inquiring educational sources. Directory information includes but is not limited to: name, local address and telephone number, major field of study, dates of attendance, class schedules, degrees granted and graduation dates, class standing, and the College's email address.

Official Grades may only be transmitted from the College to another institution through an official transcript issued by the Office of the Registrar.

If a student requests a letter of recommendation, the individual faculty member may state only the official grade received in the course and provide a narrative. Official grades are A, B, C, D and F. Departments and faculty of the College may not transmit any numerical grade to another institution or individual faculty member. Program Directors may transmit required numeric information at the request of the student to academic institutions, licensing agencies, or other official entities.

Program faculty will communicate with clinical sites, preceptors and/or coordinators regarding student performance. This communication may be in verbal or written form.

Article 5.17 Student Grievance Policy – This Student Grievance Policy does not supersede policies and procedures concerning student rights, responsibilities, and appeals (Articles 7.8 – 7.9). Moreover, nothing in the policy supplants actions/decisions of the HPSPC. A student's dissatisfaction with an examination or grade is not grounds for a grievance against the faculty member who assigned the grade.

A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the faculty, administration, or staff that adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall rest with the complainant.

Student complaints or grievances should initially be addressed, if possible, by the student with the individual (student, faculty, staff) most closely related to the grievance. If no resolution is established, the student must ask her/his Program Director for assistance. If the problem cannot be resolved informally or with the assistance of the respective Program Director, the student may file a formal, written grievance with the Dean of the SHP.

The full policy, including appeals procedures, is available in the BCM Policy and Procedure Manual.
http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.08

Article 5.18 Technical Standards for Admission and Graduation

Baylor College of Medicine School of Health Professions
Technical Standards for Admission and Graduation

It is the policy of Baylor College of Medicine that no person shall be denied admission to the school, or awarded a degree from the school on the basis of any disability, pursuant to the Americans with Disabilities Act (ADA) of 1990 and section 504 of the Rehabilitation Act of 1973, provided that the person demonstrates ability to meet the minimum standards set forth herein. Baylor College of Medicine will reasonably accommodate individuals with disabilities, provided that the standards required by the school of all graduates and the integrity of the school's curriculum are upheld. Mastery of essential skills is required of all students.

These standards are developed as criteria to achieve the Doctor of Nursing Practice or Master of Science degree in preparation for practice as a Genetic Counselor, Nurse Anesthetist, Orthotist/Prosthetist, or Physician Assistant. The faculty are equally cognizant of their responsibilities to patients who will be a part of the educational process and to future patients who will entrust their welfare and lives to graduates of our school. The safety of the patient, on whom the medical education process is largely focused, has been given primary consideration in developing these standards. Therefore, the faculty must carefully consider the personal and emotional characteristics, motivation, industry, maturity, resourcefulness, and personal health of the aspiring health care professional.

Abilities and Skills Requisite for Genetic Counseling, Nurse Anesthesia, Orthotist/Prosthetist, or Physician Assistant Program Completion – A candidate for the Master of Science degree in either Genetic Counseling, Orthotics and Prosthetics, or Physician Assistant Studies, or the Doctor of Nursing Practice degree in Nurse Anesthesia must have abilities and skills in six essential areas: (1) observation, (2) communication, (3) motor, (4) conceptual, integrative, and quantitative, (5) behavioral and social, and (6) ethical. Technological compensation can be made for disabilities in certain of these areas, but a candidate must be able to perform certain basic functions in a reasonably independent manner. The use of a trained intermediary to observe or interpret information or to perform procedures is deemed to compromise the essential function of the healthcare professional and may jeopardize the safety of the patient. The six areas of abilities/skills are detailed as follows:

1. **Observation.** The candidate must be able to:
   a. observe demonstrations and experiments in the basic sciences
   b. observe a patient accurately at a distance and close at hand
   c. discriminate variations in human responses to disease using visual, auditory, tactile, and other sensory cues
   d. discriminate changes in monitoring devices and alarms using visual and auditory senses.
2. **Communication**. The candidate must be able to:
   a. communicate clearly, effectively, and sensitively in English through oral and written methods in order to communicate with other healthcare providers and patients of all ages
   b. speak, to receive information in oral form, and to observe patients in order to elicit information, to describe changes in mood, activity and posture, and to perceive non-verbal communications.
3. **Motor**. The candidate must have sufficient motor function to:
   a. elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers

b. execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of general care and emergency treatment reasonably required of Nurse Anesthetists and/or Physician Assistants include, but are not limited to, cardiopulmonary resuscitation, airway management, vascular access, medication administration, catheter insertions, suturing, application of pressure to stop bleeding, obstetrical maneuvers, etc. Examples of general care and emergency treatment reasonably required of Orthotists/Prosthetists include, but are not limited to, safe patient handling in transfers and during weight- bearing activities, and cardiopulmonary resuscitation
c. coordinate gross and fine motor movements, equilibrium and functional use of the senses of touch and vision
d. Orthotist/Prosthetist candidates must be able to lift up to 25 pounds, operate power tools safely, and manipulate materials and components to fashion devices for patient use.

4. **Intellectual-Conceptual Integrative and Quantitative Abilities**. The candidate must be able to:
   a. use reason, analysis, calculations, problem solving, critical thinking, synthesis, self-evaluation and other learning skills to acquire knowledge, comprehend and synthesize complex concepts
   b. independently access and interpret medical histories or files
   c. identify significant findings from history, physical examination, and laboratory data
   d. provide a reasoned explanation for likely diagnoses and prescribed medications, therapies, and devices
   e. interpret information derived from auditory, visual, written, and other visual data to determine appropriate patient management plans
   f. recall and retain information in an efficient and timely manner
   g. incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans
   h. identify and communicate knowledge to others when indicated.

5. **Behavioral and Social Attributes**. The candidate must possess the emotional health required:
   a. for full utilization of his/her intellectual abilities
   b. for the exercise of good judgment
   c. for the prompt completion of all responsibilities attendant to the diagnosis and care of patients
   d. for the development of mature, sensitive, and effective relationships with patients
   e. to tolerate physically taxing workloads
   f. to function effectively under stress
   g. to adapt to changing environments
   h. to function flexibly and effectively in stressful and rapidly changing situations
   i. to learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients
   j. to employ compassion, integrity, concern for others, interpersonal skills, interest and motivation
   k. to accept criticism and respond by appropriate behavior modification
   l. to use supervision appropriately, and act independently when indicated
   m. to demonstrate personal and professional self-control as well as tactfulness, sensitivity, compassion, honesty, integrity, empathy, and respect.

6. **Ethical Standards**: The candidate must demonstrate professional demeanor and behavior and must perform in an ethical manner in all dealings with peers, faculty, staff, and patients.

Certain disabilities can be accommodated without sacrificing the standards required by the school or compromising the integrity of the curriculum. The school is committed to development of competitive and qualified candidates with disabilities. At the same time, the school recognizes the essential need to preserve the standards and integrity of the curriculum requisite for competent and effective practice as a Genetic Counselor, Nurse Anesthetist, Orthotist/Prosthetist, or Physician Assistant. Questions about any additional program-specific technical requirements should be addressed to the respective Program Director. Since the treatment of patients is an essential part of the educational program, the health and safety of those patients must be protected as a first priority.

Article 6. Student Services

Baylor College of Medicine has designated certain College leaders as **Responsible Employees** based on either their administrative title (Director Level and above) or responsibilities by serving in a major education role. A Responsible Employee is a College employee who has the authority to take action to redress an alleged violation of Prohibited Conduct (as defined in 02.2.26). Responsible Employees have a ***duty*** to promptly report incidents of sex based discrimination, and Prohibited Conduct directly to the Title IX Coordinator. Additionally, Responsible Employees are not confidential reporting resources. View a listing of groups of College administrators designated by Baylor College of Medicine as Responsible Employees.

Article 6.1 Policy on Harassment –BCM prohibits sexual harassment or harassment of and by faculty, staff, students,post-doctoral trainees, residents, fellows and non-employees. Violation of this policy by an employee shall subject him/her to disciplinary action, up to and including discharge. Other available remedies may be utilized for violation of this policy by a non-employee.

Harassment includes, but is not limited to:

- Slurs
- Jokes
- Verbal, graphic, or physical conduct related to an individual's race, color, gender, religion, national origin, age, physical or mental disability, or marital or veteran status.

Harassment also includes unwelcome sexual advances and requests for sexual favors from a party of the same or different sex. These behaviors constitute harassment when submission is a condition of:

- Employment
- Promotion
- Evaluation
- Educational advancement
- Submission to or rejection of such is used as the basis for employment or academic decisions.

BCM also prohibits retaliation against any faculty, staff, student, post-doctoral trainee, resident, or fellow who rejects, protests, or complains about harassment. Retaliation is a violation of College policy.

Complaints of harassment will receive prompt attention. Information obtained during the course of an investigation of harassment will be maintained in a confidential manner to the extent possible and will be shared only with individuals who have a need to know for the purposes of the investigation and resolution of the complaint. Individuals who make false statements during the course of a harassment investigation may be subject to discipline, which may include discharge. All faculty, staff, students, post-doctoral trainees, residents, and fellows are expected to cooperate fully with such investigations. There will be no discrimination, recrimination, or reprisal against any faculty, staff, students, post-doctoral trainees, residents, or fellows for making a good faith report of harassment.

Any faculty, staff, students, post-doctoral trainees, residents, or fellows who believes that he, she or another individual is being harassed in any manner by a supervisor, manager, co-work, customer, vendor or other person should inform the alleged harasser that his or her actions are offensive, unwelcome, and/or inappropriate and immediately bring the matter to the attention of his or her supervisor or any of the following individuals:

- Program Director of Doctor of Nursing Practice, Genetic Counseling, Orthotics and Prosthetics, or Physician Assistant Program
- Dean
- Office of Education Affairs
- Departmental Administrator
- Direct Supervisor/Manager
- Security
- Human Resources/Employee Relations or Vice President of Human Resources
- Corporate Officers of BCM.

Article 6.2 Students with Disabilities – Baylor College of Medicine is committed to providing equitable access to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical) or temporary injuries (fractures, sprains, tears). To ensure access to health professions program activities, please contact Student and Trainee Disability Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively; therefore, students are encouraged to register with Student Disability Services as soon as they begin the program. More information can be found online by visiting the Student and Trainee Disability Services website or by contacting Student Disability Coordinator, at title-ix@bcm.edu.

The full policy, including criteria for requesting reasonable accommodations and procedures for appeal, is available in the BCM Policy and Procedure Manual 23.1.07: http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.07.

Article 6.3 Sexual Harassment and Sexual Violence – Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, prohibits discrimination based on sex in all programs or activities that receive Federal financial assistance. Title IX also prohibits sexual harassment, including same-gender harassment and student-to-student harassment. BCM does not discriminate based on sex and will not tolerate discrimination which includes sexual harassment, sexual violence, dating violence, domestic violence and stalking. Incidents of sexual harassment, sexual violence, dating violence, domestic violence and stalking are taken seriously. Reports will be promptly investigated, and appropriate actions will be taken to remedy the effects of the harassment or violence and prevent recurrence.

A student who experiences sexual harassment, sexual violence, dating violence, domestic violence and/or stalking may contact the BCM Title IX Coordinator for assistance.

Title IX Coordinator

Office of Educational Affairs
Baylor College of Medicine
One Baylor Plaza- Main Campus
Cullen Building, 415A
title-ix@bcm.edu (713) 798-4346

A student may also report to the BCM Security Office via the campus emergency line at 8-811 or the non-emergency campus extension of 8-3000. The BCM Security Office can assist students with filing a report with local law enforcement and in the case of any emergency encourages you to call the police at 911. BCM complies with the Family Educational Rights and Privacy Act (FERPA), and to the extent possible will protect the privacy of all persons involved in a report of sexual harassment, sexual violence, dating violence, domestic violence and/or stalking.

BCM does not tolerate acts of retaliation. Individuals responsible for retaliation against any person who provides information, participates in an investigation, or the adjudication of a report will be met with disciplinary action up to an including removal from the BCM community:

http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&policy_number=02.10.10

BCM provides prevention programs and education to faculty, staff and students in an effort to dispel the myths, address the effects, and reduce the occurrence of sexual harassment, sexual violence, dating violence, domestic violence and stalking. More information on our efforts, options for reporting and available support services can be found by visiting the Office of Education Affairs webpage at: https://www.bcm.edu/education/academic-faculty-affairs/student-and-trainee-resources.

The full Sexual Harassment and Sexual Violence policy is available in the BCM Policy and Procedure Manual 02.2.26. The policy can be found on webpage: https://www.bcm.edu/education/academic-faculty-affairs/faculty-resources/academic-policies.

Article 6.4 Academic Advising, Career Advising, Tutoring

Academic Advising: The DNP, GC, OP, and PA programs assign a faculty advisor to each enrolled student. The relationship continues throughout their education. The role of the faculty advisor is to provide a consistent academic and professional resource to the student. Periodic meetings with the faculty advisor are mandatory; optional additional meeting times are available and encouraged.

Tutoring and Academic Support: Health Professions programs provide faculty-directed timely review sessions throughout each academic term to prepare students for knowledge and skill-based examinations. Additionally, the Academic Success Center offers SHP students program-specific success workshops, individual peer-tutoring, personalized academic coaching, and other resources. https://www.bcm.edu/education/academic-faculty-affairs/student-and-trainee-resources/academic-success-center.

Career Advising: The role of the faculty advisor includes providing a consistent professional resource to the students regarding discipline-specific career planning and initial employment in the field or post-graduate training opportunities. Mandatory and on-request meetings with the faculty advisor include career advising at key points as students progress toward graduation. In addition, programs require participation in career development programs to assist with their preparation for the workforce. Students are given ample opportunity to meet with advisors or other faculty members to discuss employment opportunities and career advancement. Many additional program specific resources are available through the BCM Career Development Center (CDC) and the Career Hub webpages, which also offers the trainees the ability to book 1:1 coaching appointments with the CDC team (BCM Login required, SHP students can navigate to their respective program page from the homepage): https://intouch.bcm.edu/sites/career-hub/SitePageModern/108997/career-hub

Article 7. Student Wellness

Article 7.1 Student Health Insurance – Baylor College of Medicine believes student wellness is essential to academic progress and requires that all individuals enrolled in any Baylor academic program maintain medical coverage through the program or are enrolled in alternative coverage that meets the coverage requirements established by the College. The program ensures students have access to health and dental insurance to cover the costs of routine care and/or unexpectedillness or injury.

The Academic Blue Student Health Plan website provides an overview of the program, including such information as the enrollment requirements, cost of coverage, how to access information about what is covered, not covered, and out-of-pocket expenses. Should you have coverage under another group health care program, please reach out to the HR-Student Benefits team at ask-studentinsurance@bcm.edu to apply for a waiver of coverage.

Information regarding the student health insurance program, including enrollment requirements, eligible dependents, costs of coverage, benefits, and coverage during leave of absence is available at https://www.bcm.edu/education/school-of-medicine/m-d-program/student-handbook/student-health-wellness-career-services/student-insurance

Article 7.2 Personal Responsibility – Learning and practicing medicine has always involved exposure to infectious agents. Personal risks can be minimized by thoughtful attention to immunizations, standard precautions and other preventable measures. Each student must take personal responsibility for being aware of his/her status and taking proper precautions.

The College subscribes to the American Association of Medical Colleges' statement of responsibility in treating patients with human immunodeficiency virus (HIV): students, residents, and faculty have a fundamental responsibility to provide care to all patients assigned to them regardless of diagnosis. Failure to accept responsibility violates a basic tenant of the medical profession to place the patient's interest and welfare first.

Article 7.3 Infection Control – Students exposed to or with infectious or communicable illnesses such as chicken pox, diarrheal illness, measles, tuberculosis, group A strep infection or draining lesions on the hands must see their healthcare provider or consult a provider in the Family Medicine department. In addition, students with such circumstances should consult with the infection control office in the institution where the infection occurred or where the student is doing a clinical rotation about the advisability of working with patients to be sure that he or she is following the local regulations. When caring for patients with TB, students should adhere to local regulations. Precautions may include wearing appropriate masks, or custom fitted masks.

Article 7.4 Institutional Policy on HIV/AIDS – The risk to health care workers of acquiring HIV infection in the routine performance of duties is quite low. Students, house officers, faculty, and staff will be expected to care for patients so infected as they would any patient suffering from other potentially communicable diseases in accordance with the recommendations of the Center for Disease Control (CDC) and existing hospital policies.

Students, house officers, faculty, staff with HIV infection will be handled as any other medical problem in that restrictions on activities will be based on the advice of that individual's physician and guidelines set forth by the CDC.

The College does not have routine, mandatory testing of HIV for students. However, the State of Texas requires healthcare workers who know they are infected with HIV or hepatitis B to seek a fitness for duty evaluation from the institution. Students who are known to be infected with HIV, hepatitis B or hepatitis C must seek an evaluation with the Occupational Health Program to determine whether restrictions on activities are necessary. Restrictions on activities, if any, will be based on the advice of that individual's physician, standards of medical practice and guidelines set forth by the CDC.

Article 7.5 Standard Precautions – Baylor College of Medicine students are expected to provide the appropriate level of care to all patients while following standard precautions to prevent the spread of infectious diseases due to exposure to human blood or bodily fluid. Information regarding standard precautions, needle stick injuries, and exposure to blood or bodily fluids is available at https://www.bcm.edu/education/school-of-medicine/m-d-program/student-handbook/student-health-wellness-career-services.

Article 7.6 Health Requirements and Services – Before registration, all students must complete the Student Health Assessment, and show proof of immunizations/serologic confirmation required by the Texas Education Code and BCM:

Tetanus/Diphtheria
Measles (rubella)
Hepatitis B
Meningitis
Tuberculosis* (IGRA)
Rubella
Mumps
Polio
Varicella (Chicken Pox)

*If positive, a chest x-ray is required

Healthcare services are offered by primary care providers chosen by the student at the time of registration. The Occupational Health Program Office consults with students in regard to safety and health related issues pertinent to all healthcare professionals and conducts TB testing annually. All student health records are maintained in accordance with guidelines specified by the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

Article 7.7 Training – The Office of Environmental Safety requires that all students view the annually updated OSHA Bloodborne Pathogens (BBP) Training Film and be trained to prevent transmission of tuberculosis. Students may consult with their Program Director in regard to all available healthcare service options in the Texas Medical Center. The Office of Corporate Compliance Programs requires that all BCM students, visiting students and Observers complete the on-line training regarding HIPAA.

Article 7.8 BCM Student Emotional and Mental Health Wellness Resources.

Multiple resources are available to students at BCM who are seeking resources for emotional and mental health and wellness. Resources, frequently asked questions, and contact information are available through the BCM Emotional/Mental Health Wellness webpage: https://www.bcm.edu/education/academic-faculty-affairs/student-and-trainee-resources/student-wellness/emotional-mental-health-wellness.

In the event of a psychiatric emergency or when a faculty psychiatrist cannot be reached immediately, a student may go directly to Houston Methodist Hospital or Ben Taub Hospital emergency rooms. If a student with a psychiatric emergency is unable to travel safely, campus security or 911 may be contacted and a Crisis Intervention Team officer (CIT) may be requested to facilitate the assessment and safe transfer of the student to an appropriate psychiatric facility.

For extended treatment of psychiatric problems requiring hospitalization, a student may be referred to other specialists in the Department of Psychiatry and Behavioral Sciences or to one in the community. For psychiatric treatment in these instances, there will be fees which will come under the provisions of the student's health insurance policy and the student's own resources. One option among these is the BCM Psychiatry Clinic, where a student or spouse can be seen for ongoing psychotherapy by a Psychiatry resident at the clinic's minimum fee.

Available resources include access to Academic Live Care, which provides 24/7 access to telehealth services. Access is currently through bcm.myahpcare.com/telehealth.

Wellness Intervention Team: The Baylor College of Medicine (BCM) Wellness Intervention Team (WIT) effectuates a coordinated institutional response to a health or wellness crisis causing student distress when the student is referred by the Dean or Designee such as a Dean of Students or Program Director. WIT does not provide emergency services or immediate, direct intervention with students purported to be in distress, but primarily coordinates an acute care assessment of the health and safety of students and links them with necessary resources to promote mental, emotional, psychological, or physical wellness and well-being. The School Dean or Designee will activate the WIT to initiate one of these primary functions, as appropriate: Acute Care and Crisis Management, Access to Academic and Non-Academic Support Resources, or Processing of Long-Term Leave of Absence (LOA) Requests and Returns from LOA. Students referred to WIT may register dissent or concern regarding the WIT process by filing a Grievance, as described in the Student Appeals and Grievances Policy (23.1.08). For further details about the WIT purpose and process, contact your School Dean or studentserivces@bcm.edu

Article 7.9 Substance and Alcohol Abuse Policy –The federal Drug-Free Workplace Act is the foundation for the BCM Substance and Alcohol Abuse Policy (Number 02.5.34). Particular areas of emphasis in this Act are:

- Publishing a policy statement notifying BCM Persons of prohibitions against the use, possession, distribution, dispensing, or manufacture of any Prohibited Substance in the workplace and on BCM premises and against the excessive consumption of alcohol, in the circumstances described in this policy.

- Establishing an ongoing drug-free awareness program that periodically informs BCM Persons of the dangers of drug abuse and explains our drug-free workplace policy, possible penalties for policy violations, and of the available drug counseling, rehabilitation and assistance programs.
- Establishing a mechanism for reporting suspected violations of this policy.

Creating a healthy and safe work environment is a top priority of the College. This substance and alcohol abuse policy has been established to help keep BCM Persons healthy, productive, and free from injury. Compliance with this policy is a condition to continued employment, enrollment, or association, as applicable, of all BCM Persons.

The term "BCM premises" includes any and all property owned or leased by BCM, hospitals, clinics, and any other practice site affiliated with BCM, and any vehicle engaged in BCM operations.

The term "prohibited substance" includes illegal drugs, controlled substances being misused, and prescription and over- the-counter drugs with abuse potential being taken in amounts not in accordance with the prescribed or recommended dosage.

Prohibited Substance. All BCM Persons are strictly prohibited from engaging in the use, possession, distribution, dispensing, manufacture, or sale of any Prohibited Substance while on BCM premises, while conducting BCM business, or while representing BCM in any educational, research, clinical, or community service activity. Any BCM Person who comes to work or class, as applicable, under the influence of any Prohibited Substance will be subject to discipline, up to and including dismissal and referral to law enforcement agencies.

In situations in which a supervisor of a BCM Person at work or in class has a reasonable suspicion that such BCM Person may be using a Prohibited Substance, BCM may require the Person to submit to testing. A reasonable suspicion of use does not necessarily imply a reasonable suspicion of impairment. A supervisor is either defined by an approved job description or identified by title as a Chair or Section Chief or similar title.

Circumstances that may create reasonable suspicion of use include, but are not limited to, physical symptoms of impairment; observable phenomena, such as direct observation of drug use or possession; a pattern of abnormal or erratic behavior; arrest or conviction for a drug-related offense, or identification of an employee as the focus of a criminal investigation into illegal drug possession, use or trafficking; or reports from reliable and credible sources.

Alcohol. BCM persons found to have consumed alcohol in excess of the applicable legal limit while on BCM premises, while on BCM business, or while representing BCM in an educational, research, clinical, or community service activity also may be subject to testing and/or discipline under the terms of this policy. Any BCM person who comes to work or class, as applicable, under the influence of alcohol, in excess of the applicable legal limit, will be subject to discipline, up to andincluding dismissal.

If authorized in advance by the Office of Public Affairs, alcohol may be consumed on BCM premises.

Additional Guidelines. Vendors who appear at BCM under the influence of any Prohibited Substance or under the influence of alcohol will be removed from the premises and possibly prohibited from doing future business with the College.

BCM Persons convicted of a criminal drug offense that occurred on BCM premises (or while the Person was engaged in BCM business) must notify BCM in writing of the conviction within five (5) days thereof and satisfactorily complete an approved rehabilitation program.

BCM will establish such procedures as it deems necessary to effectively enforce its substance and alcohol abuse policy. Refusing to cooperate with these procedures may be cause for disciplinary action, up to and including dismissal.

BCM will make every effort to keep the results of drug and alcohol tests confidential. The BCM person's supervisor will be notified of the test results, and other management personnel may be notified of the test results. BCM Persons shouldbe aware that test results may be used in administrative hearings and court cases. Results also may be sent to state and/or federal agencies as required by applicable law.

BCM Persons who perform activities in the College's affiliated institutions are also subject to the substance and alcohol abuse policies of each such affiliated institution.

Article 8. Regulations Concerning Student Conduct

Article 8.1 Academic Rules – Honesty and integrity are essential to the academic functions of the SHP. The following rules, which constitute the School's Honor Statement, are promulgated in the interest of protecting the validity of the College's grades and degrees, and to assist students in developing standards and attitudes appropriate to academic life and the practice of health care. Violation of academic rules can result in dismissal from the College.

- No student shall receive assistance not authorized by an instructor in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an academic course or rotation.
- No student shall knowingly give unauthorized assistance to another student in such preparation.
- No person shall sell, give, lend, or otherwise furnish to any unauthorized person material that can be shown to contain the questions or answers to any examination scheduled to be given at any subsequent date, in any course of study offered by the SHP, excluding questions and answers from tests previously administered when supplied by the department.
- Any persons taking, or attempting to take, steal, or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including examinations, laboratory equipment, etc., shall be in violation of this regulation.
- Plagiarism is prohibited. Plagiarism includes "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of the author's words as one's own, asby not crediting the original author." (dictionary.com).

Article 8.2 Non-Academic Rules – The rules of conduct listed below are intended for all students; however, it is hoped that all persons within the College complex, faculty and students alike, will adhere to these rules. Any student who feels that any person's conduct is not in keeping with appropriate and acceptable behavior in the areas listed below, either in an academic or non-academic setting should notify the relevant Program Director, the Dean, or other appropriate college official depending on the nature of the offense.

Students must continually maintain congruence with all laws and regulations. Conduct that fails to maintain congruence will be reported to the appropriate State regulatory authority as required.

Article 8.3 Disorderly Assembly – No person shall assemble on campus for the purpose of causing a riot or destruction or disorderly diversion that interferes with the normal educational process and operation of the College. This does not deny any student(s) the right of peaceful assembly in accordance with College policy. Likewise, no person or group of persons shall obstruct the free movement of other persons about the campus, interfere with the use of College facilities, or prevent the normal operation of the College.

Article 8.4 Prohibited Conduct – When violation of any federal, state, or local law by a student indicates that the student's continued presence on campus creates a substantial likelihood of danger to the educational process of the College community. The College may institute disciplinary action.
Behavior that disrupts the academic pursuits, or infringes upon the privacy, rights, or privileges of other persons is prohibited. In this regard:

- No student shall push, strike, physically assault, haze or threaten any member of the faculty, staff, or student body or any visitor to the College community.

- Bullying behavior is prohibited, whether it is emotional, verbal, physical, or cyber.
- Drunken misbehavior on College property, at functions sponsored by the College or any recognized College organization is prohibited.
- Conduct which is lewd, indecent, or obscene, or which is offensive to the prevailing standards of an academic community is prohibited.
- No student shall interfere with, or fail to cooperate with, any properly identified College faculty or staff personnel while these persons are in the performance of their duties.
- Dress shall be primarily a matter of individual judgment, but within acceptable standards of good taste. Students are expected to be neat and clean. Students not meeting clinical department standards of dress may be denied access to patients and may thereby jeopardize their grade and satisfactory completion of the rotation or elective. Allowances may be made for mandated dress codes by some religions. Students should ask their Program Director for information on religion-related dress code allowances.
- The use, possession, or distribution of narcotics, amphetamines, barbiturates, marijuana, hallucinogens, and any other dangerous or controlled drugs, not prescribed by a properly licensed healthcare provider, is prohibited.
- Malicious damage or destruction of property belonging to the College or to its affiliated institutions is prohibited.
- Fire and Explosion Safety
    - No student shall tamper with fire safety equipment.
    - No student shall set or cause to be set any unauthorized fire in or on College property.
    - The possession or use of firearms, fireworks, or explosives on College property is strictly forbidden.
    - No student shall make, or cause to be made, a false fire alarm.
- Gambling is prohibited on College property.
- Consumption of alcoholic beverages is prohibited on College property.
- No person shall take, attempt to take, or keep in his or her possession, items of College property or items belonging to students, faculty, staff or student groups without proper authorization. No student shall make unauthorized entry into any College building, office or other facility, nor shall any person remain without authorization in any building after normal closing hours.
- No person shall make unauthorized use of any College facility. Upon appropriate notice by College officials, authorization for the use of College facilities may be withdrawn or otherwise restricted.

Additional prohibited conduct includes:

- Dishonesty.
- Serious breach of trust or confidence.
- Serious misconduct, misrepresentation, or failure in personal actions, or in meeting obligations that raise serious unresolved doubts about the integrity, character and faithfulness of the student in meeting the overall obligations of a healthcare career are all considered inappropriate behavior.
- Any violation of the College's Substance and Alcohol Abuse Policy (see Article 7.9)

Illegal, unethical, or professionally inappropriate behavior outside the BCM community may be considered and addressed.

Artificial Intelligence (AI) and Large Language Modules (LLMs)

The advent and availability of AI for use in teaching and learning requires guidance for its use by students and faculty members. Although not all situations in the teaching and learning environment related to the use of AI can be anticipated, the following are meant to provide a framework for governing the use of AI by SHP students.

It is important to remember that generative AI tools are trained on data available on the internet and may not be accurate or reliable. It is always advisable to verify information received from a generative AI tool or any other AI-assistance tool with evidence-based sources including peer-reviewed literature, standards of care, and guidance from professional bodies.

Professors and course directors are strongly encouraged to develop assignments where AI tools cannot be easily leveraged to cheat (i.e., in-person written assignments, secure browsers, etc.) and to explicitly address their policy on AI tools in the relevant course syllabi or student manuals.

Submitting work completed by an AI tool without proper citation, whether as part of a course or for any written work submitted for a grade (including all thesis-, final-project, or dissertation-related work), or when AI tools have been expressly prohibited by the relevant course syllabus or student manual, will be grounds for an investigation related to academic integrity.

Below are examples in which use of generative AI, LLMs and other AI assistance is not permitted.

- Any written work submitted for a grade without proper citation
- Written exams and any other writing assignments when the use of AI tools is expressly prohibited in the relevant course syllabus or student manual
- Peer review publications, unless otherwise stated by the journal or publisher
- To assess students' critical thinking and core competencies
- To use or disclose protected health information.

Course directors have the discretion to choose a policy on responsible AI use from one of the three tiers described here.

Tier 1: Prohibited Use

- AI tools may not be used for any part of the assignment.
- Examples: Exams, personal reflections, or assignments where original thought and personal experience are essential.
- Violation may be considered a breach of academic integrity.

Tier 2: Permitted with Disclosure

- AI tools may be used to support your work (e.g., brainstorming, outlining, grammar suggestions).
- You must clearly disclose how and where AI was used.
- An example disclosure would be this: "ChatGPT was used to generate an outline for this paper and to rephrase several sentences for clarity."

Tier 3: Encouraged Use

- AI tools are encouraged as part of the learning process.
- Students are expected to critically evaluate AI outputs and integrate them thoughtfully.
- An example of encouraged use of AI would include using AI to generate code snippets, summarize readings, or simulate debate positions.

All course syllabi are expected to have information on AI use guidelines.

Regarding compliance with BCM policies, BCM students will be expected to ensure their use of generative AI tools complies with BCM policies and guidelines, including the Honor Code and Student Code of Conduct. While all homework, writing assignments, tests or other class material (including all works related to a student's thesis, final project and/or dissertation) is expected to be the original work of the student, with express consent of the course director(s) and thesis/project/dissertation advisor, limited use of Artificial Intelligence (AI - ChatGPT, Claude, Co-Pilot, Gemini, etc.) in the course maybe allowed at the discretion of the course director(s). The course director(s) will provide guidance and the required documentation for use of AI in each specific homework, writing assignment, test or any other class material. Failure to follow this guidance and provide the specified documentation of use of AI is considered a form of plagiarism and/or misconduct and are examples of prohibited conduct (article 8.4 in the SHP Student Handbook). Uploading any material into a generative AI tool from a course is likely subject to copyright restrictions and should only be done if it is a BCM approved tool and approved by course directors/program leadership.

Article 8.5 Personal Electronic Devices - The use of personal electronic devices must be consistent with the needs of the healthcare learning environment. When engaged in patient care, providers are expected to provide their uninterrupted, full attention to the patient for whom they are caring. It is not acceptable to engage in any activity that is not directly related to the care of the patient.

Classroom/seminars:

1. Electronic devices are prohibited except for approved curricular purposes. Accessing other forms of information (e.g., internet search, database search, email communications) are restricted to the policy of the individual instructor.
2. Video/audio recording is strictly prohibited. Instructors may allow limited video/audio recording in certain situations. However, the instructor must give explicit permission, which applies only to that particular class/session/event and does not apply to any other situation.

Patient care areas:

1. When engaged in direct patient care that is intensive in nature (e.g., anesthesia administration):
   a. Electronic personal communication (e.g., voice call, text message, email) is strictly prohibited.
   b. All electronic personal communication must occur while on breaks.
   c. Utilization of electronic/computing devices (e.g., smart phone) to access reference information (e.g., pharmacologic information, calculations, disease processes) to facilitate care for the current patient is discouraged. At faculty discretion, it will be permitted provided constant vigilance to patient status/care is maintained at all times. The provider must immediately display device screen for verification that appropriate reference information is being accessed.
   d. Reading materials unrelated to a patient's care during anesthesia is prohibited.
2. When engaged in direct patient care occurring in a clinic or hospital ward environment (e.g., clinic, preoperative screening clinic, etc.):
   a. Electronic personal communication (e.g., voice call, text message, email) is strictly prohibited.
   b. All personal electronic communication must occur while on breaks.
   c. Utilization of electronic/computing devices (e.g., smart phone) to access reference information (e.g., pharmacologic information, calculations, disease processes) to facilitate care for the current patient is permissible.
3. When <u>not</u> engaged in direct patient care:
   a. Audible electronic personal communication is prohibited.
   b. Text messaging is acceptable provided it does not disrupt the work environment.

To protect privacy and confidentiality of patients, guests, family members, and staff, the use of a personal smart phone for photographs (e.g., patients, medical records, surgery schedule), digital images, videos, and other types of voice or digital recording, is strictly prohibited in the clinical facilities. Healthcare facility-approved photographic equipment may be used in accordance with facility policy. Any violation of this policy, or the HIPAA requirements regarding protected health information (PHI), is grounds for immediate termination from Baylor College of Medicine.

Article 8.6 Falsification of College Records – Intentional falsification of any records used by the College relative to a student's enrollment, performance, and graduation is prohibited.

- Students must complete all College records honestly.
- No student shall alter, counterfeit, forge, falsify or cause to be altered any record, form, or document used by the College.

Article 8.7 Requirement to Report Arrests or Convictions Immediately – Health Professions students must report any criminal offense allegations or convictions, including those pending appeal, to their respective Program Director immediately (i.e., within 24 hours). Offenses required to be reported include any instance in which the student has been:

- Cited or charged with any violation of the law
- Arrested or have any pending criminal charges
- Convicted of a misdemeanor or felony
- Sentenced to serve jail or prison time
- Subject of a court martial.

Students are not required to report class C misdemeanor traffic violations.

Article 8.8 Review of Student Behavior – It is the responsibility of the SHP to ensure that its students refrain from engaging in prohibited behavior. Students will be held accountable for their own actions. If a student is engaged in prohibited behavior, it shall be brought to the attention of the relevant Program Director or the Dean. The Dean, in conjunction with the Program Director and or other relevant faculty members, when appropriate, will investigate and review the allegations. If allegations prove to be frivolous, lacking in credibility, or personal in nature, the matter may be dismissed or handled informally. If the allegations are deemed to be of a serious nature and appear to be valid, the Program Director or the Dean may require the student to refrain from clinical activities or restrict contact with certain individuals. A student may be placed on administrative probation, suspended, or dismissed from the College for engaging in prohibited behavior such as discussed in Article 8. The outcome of the investigation and decision(s) by the Dean are final. Decisions of the Dean may be appealed through the Adverse Academic Action Appeal Procedure.

The full Student Grievances Policy is available in the BCM Policy and Procedure Manual.
http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.08

Article 8.9 Acceptable Use Policy (AUP) – Access to computers, information systems and networks owned or operated College impose certain responsibilities and obligations on those granted such access. An individual user's access must always be in furtherance of the user's responsibilities at the College. Use by BCM personnel, or third parties granted access by BCM, should always be legal, ethical, academically honest and in accord with community or professional standards.

No use of BCM computers, information systems and networks should be made that would subject the user or BCM to any legal action or which would be generally perceived as improper or inappropriate. Use of BCM computers, information systems and networks must be consistent with the intellectual property rights of the BCM, other BCM users and third parties. The rights of other Authorized Users to access the BCM computers, information systems and networks must be respected, and each user should consider such other users' rights and needs with respect to shared resources. Violations of the AUP may result in a range of disciplinary actions including informal warning, formal warning, temporary or permanent suspension of access to the College's equipment, suspension or dismissal from the user's position with the College or criminal prosecution.

The above summary statement is not to be construed as a replacement for the detailed policy. The full Acceptable Use Policy is available in the BCM Policy and Procedure Manual
https://intranet.bcm.edu/policies/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=12.2.01

Article 8.10 Use of Health Professions Student Direct List – Official class direct lists (DLs) (e.g. gc24-L, pa24-L, bsdnp24-L or msop24-L) are designed strictly to transmit messages related to program activities. Do not exploit direct lists for purposes beyond their intended scope, such as to distribute unsolicited electronic communications. Unauthorized usage includes:

- Any solicitation shall not be allowed, as indicated in the BCM Policy and Procedures Manual Section 11.2.10: "Internal Solicitations". Baylor College of Medicine prohibits unauthorized solicitations of any sort or distribution of literature by any college employees, students or any other person or persons on college premises. Solicitation is defined to include the following:
    - Sale of goods and services
    - Collection of debt
    - Solicitation of gifts or charitable contributions
    - Solicitation in support of any candidate, political party, or political action committee
    - Circulation of petitions
    - Solicitation of membership in non-Baylor organizations
    - Distribution of display of product samples or catalogues not related to a program of the college.
- Postings originated by non-BCM personnel are expressly prohibited without approval by the student's program director.
- Posting of copyrighted materials is expressly prohibited by penalty of law. (e.g., text that is down-loaded from websites, or taken from books, journals, or magazines)
- Posting of libelous material or material intended as a mechanism of attack shall not be allowed.
- Posting of chain letters or alerts of any kind shall not be allowed, including warnings of computer viruses.
- Posting of items of general interest that are not copyrighted (e.g., jokes, stories) but are not related to program activities.

These guidelines may be amended as the need arises.

In addition to the official class DLs, a non-official listserv historically been available for each class through which BCM will announce special events that are not part of your educational program. Students may use these listservs to communicate items that are not program activities yet may be of interest to student colleagues: a garage sale, the sale of used textbooks, need for a roommate, or suitable social functions. This listserv also uses BCM email addresses; therefore, the above provisions and good social and professional judgment apply. Specific guidelines may be added as needed. Non- official listservs are monitored by the SHP as well as by the Office of Information Technology.

Article 8.11 Use of Copyrighted Materials – It is the policy of BCM to fully respect all rights that exist in any materialprotected by the copyright laws of the United States while also encouraging usage of the material that furthers its mission. BCM intends that College Members take full advantage of all relevant licenses, exemptions and exclusions, such as the Fair Use exception, that are provided for under the copyright laws, to respect the proprietary rights of owners of copyrights and to refrain from actions that constitute infringement of copyright. If there is no applicable license, exemption or exclusion to permit use of the material, permission must be obtained from the copyright holder.
Reference: BCM Policies and Procedures Manual 20.8.03.
https://intranet.bcm.edu/policies/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=20.8.03.

Article 9. Faculty Review of Student Performance

Article 9.1 Academic Standards – Health Professions students are expected to meet standards of academic excellence established by the faculty of the SHP. These standards are reviewed on an annual basis by the didactic and clinical faculty through the activities of the Health Professions Student Promotions Committee. The documentation of academic standard achievement is accomplished through scheduled programs of testing and the observation of student performance. The testing and observation of student performance may also be independent of courses and rotations. Various methods are employed to provide students with a measure of their progress as they transition through their education and training. Examples of these processes and instruments include: written examinations, skill-based tests, faculty observations, oral presentations, student self-assessments of progress, daily and/or monthly faculty performance evaluations, and quarterly evaluations by the student's academic advisor.

Article 9.2 Review of Didactic Performance – Each student's didactic performance is assessed by the faculty at specified intervals throughout the didactic phase of the curriculum. This assessment is accomplished using methods of evaluation such as written, demonstrative, and verbal assessments of knowledge and skills. All course coordinators/directors will submit grades to the Program Director upon course completion. The responsible Program Director or designee will report all grades to the Office of the Registrar. The responsible Program Director or designee will prepare grade reports for review by the SHP Dean and the HPSPC, as requested. Students enrolled in the DNP, OP, and PA programs must achieve a passing grade in all courses in the didactic phase of the curriculum before beginning clinical rotations. In the GC program, where clinical rotations (field placements) occur in parallel with the didactic coursework, students may continue in their clinical rotations unless there is a violation of the code of conduct or continuation would jeopardize patient safety. The responsible Program Director will take academic action consistent with Article 5.13.5 and may offer suggested recommendations to the HPSPC regarding academic action(s) based on their, and their program faculty's, experience in that practice discipline. Any such recommendations are not final until accepted by the HPSPC, at which point they become actions of the Committee.

Article 9.3 Review of Clinical Performance – Each student's clinical performance will be evaluated by the program faculty as well as the clinical faculty and preceptors with whom they work. This assessment will be accomplished using performance evaluations, written examinations, patient simulation testing, and skills tests. These evaluations are submitted to the Program Director. The Health Professions program faculty will review these evaluations, in conjunction with all other available credible information concerning the student's performance, to determine the grade. The responsible Program Director or designee will submit grades to the Office of the Registrar. The responsible Program Director or designee will prepare grade reports, as requested, for review by the SHP Dean and the HPSPC. The responsible Program Director will take academic action consistent with Article 5.13.5 and may make recommendations to the HPSPC regarding academic action(s). Any such recommendations are not final until accepted by the HPSPC, at which point they become actions of the committee.

Article 9.4 Review of Professional Behavior – It is also the responsibility of the SHP to ensure that its graduates meet local and national standards of professional conduct and responsibility. Students will be held accountable for their own actions. Integrity, respect, personal demeanor and appearance, accountability, collegial interaction, commitment to excellence, empathy and self-reflection have been identified as those professional attributes that facilitate honest communications, nurture confidentiality, facilitate boundary maintenance, encourage lifelong learning, engage in compassionate care provision, and acknowledge the value of others in the caring process. Students will be assessed, in part, on their reliability, honesty and integrity, responsibility, and professional relationships with patients, families, and colleagues as well as their responsibility related to substance use and abuse. Any behavior that calls into question a student's professionalism or potential capabilities as a future healthcare provider will be reviewed by the Program Director, who may institute sanctions, with consultation as needed by the Dean, or may be referred by the Program Director to the Health Professions Student Promotions Committee if it has implications for didactic or clinical course grades or the student's standing in the program.

Article 9.5 Suspension of Clinical Privileges – In the event that the Program Director determines that a student's conduct causes concerns regarding patient safety or substandard care, or was unprofessional in nature, the student will be placed on academic probation and the student's clinical education will be immediately suspended. Following the suspension of clinical privileges by the Program Director, the student is prohibited from any clinical activities. During the period between clinical privileges being suspended and the final disposition of the matter, the student shall remain in good standing. The Program Director may require the student to participate or prohibit the student from participating in non-clinical activities during this time. Matters relating to unprofessional conduct may be handled by the Dean's office and Program Director or may be referred to the HPSPC depending on the nature of the infraction. Refer to the Student Code of Conduct.

Article 9.6 Health Professions Student Promotions Committee – The Health Professions Student Promotions Committee is charged with monitoring student academic performance during the program. The academic progress and professional development of each student is reviewed at regular intervals throughout each academic year. Grades, examination scores, narrative summaries and professional conduct and development are assessed to ensure the successful progress of each student. The Health Professions Student Promotions Committee has the primary responsibility for the following:

1. setting academic standards and requirements necessary for promotion and graduation;
2. recommending qualified students for promotion;
3. setting requirements for remedial work or revised academic course load for students whose academic work is unsatisfactory;
4. ensuring that each student demonstrates the academic competency of a genetic counselor, nurse anesthetist, physician assistant, or orthotist/prosthetist;
5. rendering a decision and taking action on students whose academic work is consistently unsatisfactory;
6. addressing conduct and professional behavior of students when brought for deliberation by a Program Director;
7. proceeding with suspension, recommending withdrawal, or dismissal of students;
8. recommending awarding of the Master's or Doctoral Degree, or appropriate certificate after careful review of academic records;
9. designating awarding of the Master of Science or Doctor of Nursing Practice degree with Highest Honor, High Honor and Honor for exceptional academic work throughout the period of education; and
10. reviewing the system of evaluation of student performance (i.e., grading system and narrative summaries).

Article 9.7 Academic Performance – Periodic promotion and ultimately recommendation to the President of the College to grant the Master of Science or Doctor of Nursing Practice degree require the satisfactory completion of all required courses, examinations and credits as well as demonstration by the student that he or she is capable of conduct appropriate within the discipline for which he or she is receiving education and training.

In the case of a student whose academic performance has been unsatisfactory in one or more courses or clinical rotations, the Health Professions Student Promotions Committee may require the student to:

1. take a special make-up examination;
2. be placed on Academic Probation;
3. enroll in a remedial course of study;
4. repeat specific courses or rotations even if previously passed;
5. repeat an academic year of study;
6. be dismissed from the College and not be allowed to pursue further studies at the institution; and/or;
7. comply with other actions as appropriate.

Students who are required to repeat a didactic or clinical course are responsible for the same academic work and examinations as required of other students taking the course. It is contrary to policy to offer an examination or re- examination to a student who has been suspended, withdrawn, dismissed, or is on a leave of absence.

Baylor College of Medicine (BCM) publishes a course repeat policy to explicate the BCM criteria for calculating repeats in coursework. The full policy is available in the BCM Policy and Procedure Manual: http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.09.

The HPSPC reviews at regular intervals all grades and evaluations regarding academic and clinical performance. Both academic performance and professional behavior by a student in connection with student's academic and clinical activities will be considered by the committee under these procedures. Unacceptable behaviors include those listed under Article 8 "Regulations Concerning Student Conduct," as well as misrepresentation, distortions or serious omissions in data reports, research and clinical care; abuse, misrepresentation or seriously improper conduct in relation to patients or colleagues in clinical training or academic settings; repeated failures without adequate excuse to meet assigned obligations in professional, clinical, and research clinical training; and breaches of other standards of professional conduct and responsibility.

Article 9.8 Policies and Procedures Concerning Rights, Responsibilities, and Appeals to SHP Student Promotions Committee Actions – In general, procedures regarding appeals are implemented with every effort made to ensure fairness, objectivity, and thoroughness. The confidentiality of these procedures is maintained to every extent possible and consistent with other obligations of the faculty and the College, including the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

These are academic, not legal, procedural matters. Any evidence that a reviewer or review committee deems relevant and trustworthy may be considered. In any matter under appeal, the reviewer or review committee has access to and may consider a student's academic and disciplinary record as a whole. Although a student may seek legal advice with respect to these procedures, a student may not be represented by an attorney before a reviewing body and attorneys do not attend interviews of a student or other witnesses. The student must represent him/herself. Information obtained in confidence by a student counseling service or other health care providers, whether medical or mental health, will not be sought or disclosed to a person or committee without the student's consent. Any information relating to a student's health history that is requested in such instances will be managed in accordance with relevant State and Federal laws, including HIPAA regulations. The absence of such information may preclude the person or committee from considering a medical excuse. A reviewing body, in connection with its deliberations or as part of deciding whether to take remedial or corrective action, may recommend to the School Dean or Designee that the student be evaluated by the Wellness Intervention Team in accordance with BCM Policy 23.1.12. Procedures and timelines outlined below may be modified by prior notice to the student when necessary to achieve a full and fair resolution of the matter. Remedial and corrective actions and sanctions that may be imposed under the appeals procedure include, but are not limited to, academic remediation, personal counseling, reprimand, warning, probation, suspension, and dismissal.

Article 9.9 Actions, Sanctions, and Appeals Regarding Student Performance

1. Grades are rendered by course directors and reflect the students' performance. They become official when accepted by the Program Director. Students' concerns about grades or evaluations of academic or clinical performance should be directed to the course director. If such concerns are not satisfactorily resolved, the student should bring the matter to the attention of the Program Director who may consult with the course director to discuss the grade, evaluation or report to assist the student in understanding and resolving the matter.
2. The Program Director takes academic action on any student who demonstrates a deficiency of academic or clinical performance, or where concerns arise about inappropriate, irresponsible, or unprofessional conduct. The student is notified in writing of the decision, including rationale for the decision, and action regarding recommendations or sanctions. Sanctions imposed by Program Directors may include, but are not limited to, reprimand, probation,or suspension. Formal actions taken by a Program Director are reported to the SHP Dean.
3. The Health Professions Student Promotions Committee, upon their review of the student's performance, may impose other sanctions in addition to those taken by the Program Director including, but not limited to, requirements to remediate or repeat courses, or be dismissed.
4. The Program Director shall be available to counsel students whose academic work has been deemed unsatisfactory. The Dean shall be available to interpret the actions of the Health Professions Student PromotionsCommittee to the student, to inform students of written narrative comments by the faculty concerning unsatisfactory academic work, to review with a student the steps in the Appeal process and to counsel students.
5. Decisions of the Program Director or HPSPC may be appealed through the Adverse Academic Action Appeal Procedure.

The full Student Grievances Policy is available in the BCM Policy and Procedure Manual.
https://intranet.bcm.edu/policies/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.08

Article 10. Academic Standards for Financial Aid Eligibility

All students enrolled in the School of Health Professions are considered to be making satisfactory progress unless otherwise determined by the School of Health Professions Student Promotions Committee.

This policy has been developed to ensure that the BCM Student Financial Aid Program meets or exceeds the requirements set forth by federal regulations governing Academic Standards of Progress for Financial Aid Eligibility for students who receive Title IV funding. The full Financial Responsibilities, Financial Aid Eligibility, and Satisfactory Academic Progress Requirements for Students is available in the BCM Policy and Procedure Manual 23.1.02

https://intranet.bcm.edu/policies/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.02.

This policy applies to those students receiving Title IV financial aid. The policy may also serve as a guide to regulate non-Title IV or private funding.

Article 10.1 Time Limits on Financial Aid Eligibility – A student will be permitted a time limit of 150% the length of the standard required length of study as a full-time student to complete the program for which he or she is enrolled.

	Standard	Maximum
Master of Science/Genetic Counseling	21 Months	32 Months
Master of Science/Orthotics & Prosthetics	30 Months	45 Months
Master of Science/Physician Assistant	30 Months	45 Months
Doctor of Nursing Practice/Nurse Anesthesia	36 Months	54 Months
Doctor of Philosophy / Clinical Psychology	60 Months	90 Months
Cardiovascular Perfusion Postbaccularеate	18 Months	27 Months

SHP programs do not accept transfer students into the clinical phase of their programs.

	Standard	Maximum
Clinical Phase – Physician Assistant	17 Months	25 Months

There is no lightened-load program in the School of Health Professions.

Students electing a leave of absence for academic or personal reasons will be measured for financial aid eligibility based on the timeline during their full-time academic enrollment only.

A student failing to complete the program by the maximum time permitted will be suspended from financial aid eligibility.

Article 10.2 Grade Requirements upon Completion of Courses - School of Health Professions students will be evaluated for Academic Progress as follows during their academic career:

Physician Assistant Students and **Orthotic and Prosthetic Students**

- December, upon completion of Fall 1
- July, upon completion of Spring 1
- December, upon completion of Fall 2
- June, upon completion of Spring 2
- November, upon completion of clinical training in Fall 3 for students with incomplete requirements

Nurse Anesthesia Students

- July, upon completion of Spring 1
- December, upon completion of Fall 1
- July, upon completion of Spring 2
- December, upon completion of 5 clinical rotations
- July, upon completion of 12 clinical rotations
- December, 3rd–year students with incomplete requirements

Genetic Counseling Students

- December, upon completion of Fall 1
- June, upon completion of Spring 1
- December, upon completion Fall 2
- June, upon completion of Spring 2

Grade Requirements

A student's academic progress for financial aid purposes will be reviewed in accordance with the guidelines used by the Health Professions Student Promotions Committee. Students can apply for federal aid at any time during their enrollment period prior to the deadlines posted. Students repeating a semester or an academic year are eligible to applyfor aid. Students repeating for a third time in a semester or academic year are not eligible for federal aid, although they may apply for an outside alternative loan.

Any BCM student who fails to meet grade and/or course requirements will be placed on financial aid probation for a full year by the Director of the Office of Financial Aid. Students on probation for financial aid eligibility must, by the end of the probationary enrollment year, attain satisfactory academic status. Failure to do so will result in suspension of financial aid eligibility by the Director of the Office of Financial Aid.

The School of Health Professions assigns letter grades and a student may be placed on academic probation or warning due to a GPA below 3.0. Students are considered to be making Satisfactory Academic Progress until and unless they are dismissed from their program. Students are required to successfully complete all required coursework.

Article 10.3 Appeals of Financial Aid Probation or Suspension – Students who do not meet the minimum standards for satisfactory academic progress may appeal to the Office of Student Financial Aid for reinstatement of their financial aid eligibility. Circumstances which may be considered as a basis for an appeal may include family emergency, death in the student's immediate family, a student's medical illness or injury, or other undue hardships. Appeals should be submitted in writing and must include relevant documentation. The Office of Student Financial Aid must receive the written appeal no later than 60 days after the start of the academic period for which the financial aid is requested. Appeal decisions will follow the procedures outlined in BCM's Student Grievance Policy (Other Academic or Student Services Issues Section). Refer to BCM's Student Grievances website for the policy and additional details:

(https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-appeals-grievances)

Article 10.4 Compliance – The Office of Student Financial Aid in coordination with the Office of Compliance will monitor BCM's Student Financial Aid Program's compliance with the requirements set forth by federal regulations governing academic standards of progress for financial aid eligibility pertaining to students who receive Title IV funding.

Article 10.5 Institutional Refund Policy

Students who withdraw from school, go on a leave of absence for longer than 60 days, are dismissed or otherwise stop attending classes will have Tuition and the Facility Fee refunded as indicated below. Refunds are calculated based on the length of the enrollment period for which the students are charged. Students are billed twice yearly.

- Withdraws prior to the first day of classes or never attends classes: **100 percent****
- Withdraws or stops attending during the first three weeks of classes: **90 percent****
- Withdraws or stops attending during the fourth week of classes: **80 percent****
- Withdraws or stops attending during the fifth week of classes: **70 percent****
- Withdraws or stops attending during the sixth week of classes: **60 percent****
- Withdraws or stops attending during the seventh week of classes: **50 percent****
- Withdraws or stops attending during the eighth through thirteenth weeks of classes: **25 percent****
- Withdraws or stops attending after the thirteenth week of classes: **No Refund***
- Ph.D. students are charged tuition for the number of months attended.

**Rounded to the nearest dollar

Federal financial aid students who receive federal financial aid and do not complete at least 60 percent of the enrollment period for which they are charged are subject to return of Title IV funds calculation (meaning return of funds by the student to BCM). This calculation allows for the refund of charges equal to the percentage of time remaining in the enrollment period.

Baylor College of Medicine determines the official date of a student's withdrawal and the official date a leave of absence begins (based on last class day of attendance). The Office of Student Financial Aid makes the refund and repayment calculations. Examples of refund calculations are maintained in the Office of Student Financial Aid and are available upon request.

Students who are placed on an official leave of absence may, and are encouraged to, continue their health insurance plan. These charges would be excluded from any refund calculation. Those who do not wish to continue their health insurance while on a leave of absence will have those charges pro-rated once the appropriate forms are filed with the Benefits Division.

If Title IV federal funds were used to pay institutional charges, any refund calculated must first be returned to the Title IVprograms. The amount of the refund must be allocated to the Title IV programs in the following order:

- Unsubsidized Federal Stafford Loan Program
- Subsidized Federal Stafford Loan Program
- Federal Perkins Loan Program
- Any other Title IV program
- Other federal, state, private or institutional sources

Note: Only those programs administered by the College are listed above. All students are required to attend an exit interview with the Office of Financial Aid prior to the date they stop attending the College. Group sessions are scheduled for graduating students. Students are responsible for calling to schedule their exit interviews and should ensure they schedule their appointments well in advance of their last day of attendance. Any refund due a student will be made either on the student's last day of attendance or mailed to the address provided.

Students who believe that individual circumstances warrant exception from published policy may send a letter of appeal to the BCM Bursar. Appeals will be reviewed and a decision made by the Director of Operational Accounting.

Note: Any reference to the return of the Title IV federal aid is subject to change in order to comply with federal regulation

SCHOOL OF HEALTH PROFESSIONS

Course Descriptions
Academic Year 2026-2027

Doctor of Nursing Practice Program Course Descriptions

Advanced Health Assessment (NAAHA-63401)
This course focuses on the development of advanced practice nursing skills in health assessment for diverse populations. Critical thinking, diagnostic reasoning and communication techniques will be developed through individual and group interaction, as well as case-guided learning experiences.
Credit: 3 semester hours
Course Director: Aimee Langley

Advanced Pathophysiology I (NPATH-62105)
This course focuses on the pathophysiological processes experienced throughout the lifespan. Evidence-based practice resulting from relevant research of pathophysiological disease states is incorporated to develop interventions and a plan of care for patients with health status alterations.
Credit: 2 semester hours
Course Director: Megan Bullerwell

Advanced Pathophysiology II (NPATH-62106)
This course focuses on the pathophysiological processes experienced throughout the lifespan. Evidence-based practice resulting from relevant research of pathophysiological disease states is incorporated to develop interventions and a plan of care for patients with health status alterations.
Credit: 2 semester hours
Course Director: Megan Bullerwell

Advanced Principles of Anesthesia (NANPA-65802)
This course builds on basic concepts and information covered in Principles of Anesthesia, including the evaluation and management of patients with increased complexity. Advanced principles of anesthesia are introduced and incorporated. Evidence-based practice will be utilized to formulate an anesthetic plan for increasingly complex surgical procedures and/or comorbidities, as well as patients of diverse populations.
Credit: 5 semester hours
Course Director: Aimee Langley

Anatomical Sciences I (HPANA-66101)
This course is designed to provide the student an extensive background in the fundamentals of human anatomy through lecture, small group laboratory, and independent study formats. Subjects taught include central nervous system anatomy, basic embryology, anatomy of upper and lower extremities, cardiovascular and pulmonary systems, abdomen, and pelvis. All course content is delivered through several learning modalities, including didactic lectures, laboratory sessions utilizing cadavers, radiographic images, anatomical models, in-class review sessions, and practice practical exams. The in-class review sessions and practice practical exams will allow for consolidation of the course material and an opportunity to test established knowledge prior to comprehensive exams. The course emphasizes the location, identification, function, and relationships of pertinent structures. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.
Credit: 6 semester hours
Course Director: Adi Pinkas

Anatomical Sciences II (HPANA-63102)
This course is designed to provide the student an extensive background in the fundamentals of human anatomy utilizing lecture, small group laboratory, and independent study formats. Anatomic structures of the head and neck are described and illustrated in lecture followed by laboratory experiential learning to include location and identification as well as function and relationships of structures using cadavers, boney specimens, models, and radiographic images. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.
Credit: 2 semester hours
Course Director: Adi Pinkas

Approaches to Healthcare Education (NAAHE-83107)
This course will introduce, contrast, and apply adult teaching-learning theories in the design of effective education. Innovative teaching strategies, including a web-based approach to education, will be incorporated to provide the student with tools to become an effective educator. Students will gain practical experience in planning and presenting educational projects and course development utilizing various technology mediums.
Credit: 3 semester hours
Course Director: Rachel Davis

Biomedical Instrumentation (NABMI-62603)
This course is designed to educate the student about the essentials of biomedical and instrument technologies commonly used in anesthesia practice.
Credit: 2 semester hours
Course Director: Megan Bullerwell

Biostatistics (NBIOS-83110)
This course provides a comprehensive overview of frequently used descriptive and inferential biostatistical methods. The course includes application of the theories of measurement, statistical inference, and decision trees, which all contribute to better clinical decisions and improved patient care outcomes. Conceptual understanding, rather than computational ability, is the focus of the course. Development of an adequate vocabulary, an examination of fundamental principles, and a survey of widely used procedures or tools to extract information from data will form abasis for fruitful collaboration with a professional biostatistician when appropriate.
Credit: 3 semester hours
Course Director: James Walker

Clinical Biochemistry (HPBIO-63121)
This course is designed to provide the student with the basics of clinical biochemistry in order to prepare them for their further studies. The course will review basic organic chemistry pertinent to understanding metabolic pathways with emphasis on different aspects of clinical biochemistry including structure and function of proteins, enzyme kinetics, and the metabolism of carbohydrates, lipids and amino acids. Special attention will be given to the nutritional needs of humans.
Credit: 3 semester hours
Course Director: Kristina Hulten

Clinical Skills Inquiry (NACLO-61608)
This course is designed to acclimate beginning nurse anesthesia students to the clinical environment and facilitate the student transition from the didactic phase into the anesthesia provider role. The class includes case-based learning activities and skills workshops focusing on complex patient populations, effective communication, and management of critical clinical incidents.
Credit: 1 semester hour
Course Director: Megan Bullerwell

Comprehensive Examination in Anesthesia (NACEA-70810)
The comprehensive examination in anesthesia is given seven weeks prior to the date of graduation (i.e., the second Saturday in November for those graduating on Dec. 31). This examination serves to assure continued development of the core fund of anesthetic knowledge, retention of previously introduced concepts and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of anesthesia.
Credit: none
Course Director: Rachel Davis

Critical Concepts in Anesthesia I (NACCA-71802)
This course is designed to enhance the student's theoretic foundation and aid in the development of critical thinking abilities. The course consists of a series of clinically relevant reviews and examinations of critical anesthesia concepts in order to foster continued academic development and integration of theoretical knowledge into clinical practice. Concepts and principles pertinent to each examination will be formally reviewed with students on a monthly basis. Additionally, two core competency simulation assessments are utilized to evaluate learner integration of core anesthesia concepts into simulated clinical practice.
Credit: 1 semester hour
Course Director: Aimee Langley

Critical Concepts in Anesthesia II (NACCA-71805)
This course is designed to enhance the student's theoretic foundation and aid in the development of critical thinking abilities. The course consists of a series of clinically relevant reviews and examinations of critical anesthesia concepts in order to foster continued academic development and integration of theoretical knowledge into clinical practice. Concepts and principles pertinent to each examination will be formally reviewed with students on a monthly basis. Additionally, two core competency simulation assessments are utilized to evaluate learner integration of core anesthesia concepts into simulated clinical practice.
Credit: 1 semester hour
Course Director: Aimee Langley

DNP Project I (NAPIA-83901)
This course emphasizes the synthesis, critique, and application of learning gained in the program to support quality clinical practice and organizational systems. The DNP candidate, in consultation with their DNP project chair, proposes a project that begins with a thorough and scientific evaluation of a current healthcare issue. Following approval of the proposal by the DNP project chair and the program director, the DNP candidate will complete the doctoral project within two academic semesters as evidenced by the rendering of recommendation(s) or design of an innovative clinical practice or program addressing a healthcare issue.
Credit: 3 semester hours
Course Director: Rachel Davis

DNP Project II (NAPIA-84902)
This course emphasizes the synthesis, critique, and application of learning gained in the program to support quality clinical practice and organizational systems. The DNP candidate, in consultation with their DNP project chair, proposes a project that begins with a thorough and scientific evaluation of a current healthcare issue. Following approval of the proposal by the DNP project chair and the program director, the DNP candidate will complete the doctoral project within two academic semesters as evidenced by the rendering of recommendation(s) or design of an innovative clinical practice or program addressing a healthcare issue
Credit: 4 semester hours
Course Director: Rachel Davis

Decision Science and Informatics in Healthcare (NHIDS-83109)
This course introduces students to concepts related to health information system management and provides an overview of the role of information systems in healthcare organizations. Coursework emphasizes the integration of evidence-based research into clinical decision making and the influence of information systems on health outcomes. This course explores technical, organizational, and cost-benefit issues related to healthcare information systems, including clinical decision-support, integrated networking and distributed computing technologies, telemedicine applications, and artificial intelligence solutions.
Credit: 3 semester hours
Course Director: Maddie Hortenstine

Emerging Sciences in Healthcare (NEMER-82111)
This course surveys emerging sciences and technologies in health care including genetics, genomics, proteomics,robotics, stem cells, nanotechnology, tissue engineering, patient safety, and emerging mechanical technologies. Additional topics will be covered as they emerge.
Credit: 2 semester hours
Course Director: Megan Bullerwell

Ethical and Multicultural Healthcare (NAEMH-83106)
This course will provide a basic theoretical framework that will enable students to apply multicultural health care principles and concepts in their professional practice. An awareness of cultural influence on the biological, psychological, sociological, intellectual, and spiritual dimensions of the individual will be developed and specific health care values and practices of different cultural groups will be identified. International healthcare perspectives and issues will be explored.
Credit: 3 semester hours
Course Director: Nathan Jones

Evidence Based Anesthesia Practice (NAEBP-72804)
This course is designed to enhance the student's theoretic and clinical foundations via an incorporation of evidence-based theory into clinical anesthesia practice. The course requires a review and synthesis of current published research germane to the student's area of interest for their DNP project. Students are required to conduct an evidence-based practice literature review utilizing an evidence-based framework that integrates research evidence into current clinical practice.
Credit: 2 semester hours
Course Director: Rachel Davis

Human Physiology I (HPPHY-64221)
This course provides a comprehensive understanding of human physiology from the cellular level to integrated organ system function. Emphasis is placed on the regulatory mechanisms that maintain homeostasis and the normal function of muscle, nerve, blood, hemostasis, cardiovascular, respiratory, renal, and gastrointestinal systems, as well as fluid balance and temperature regulation. Clinical correlations are incorporated to demonstrate how alterations in normal physiological processes contribute to disease states commonly encountered in medical practice.
Credits: 4 semester hours
Course Director: Irrum Niazi

Human Physiology II (HPPHY-61222)
This course provides a continued comprehensive study of human physiology with emphasis on the endocrine and reproductive systems, energy metabolism, musculoskeletal and bone physiology, and the physiology of pregnancy and development. Students will examine the mechanisms that regulate normal body function and how disruptions in these processes lead to pathophysiologic conditions. Clinical applications are integrated throughout the course to reinforce the relevance of physiological principles to patient assessment and management in clinical practice.
Credits: 1 semester hour
Course Director: Irrum Niazi

Immunology for Health Professions (HPIMM-62131)
This course will provide an overview of basic immunological concepts including components of the immune system, innate, and adaptive immune responses. The immune responses against infectious microbes, as well as immunologic diseases will also be addressed.
Credits: 2 semester hours
Course Director: Vanaja Konduri

Influencing Healthcare Policy (NAIHP-83104)
This course will provide an overview for understanding healthcare policy, organization, and economics within a system analysis framework. Current literature and research related to healthcare policy development and healthcare delivery systems will be examined. The role of leadership in policy development and in changing healthcare delivery and healthcare education systems will be highlighted.
Credit: 3 semester hours
Course Director: James Walker

Leading and Managing Healthcare Systems (NLMHS-83105)
This course provides in-depth analysis and synthesis of the healthcare delivery system emphasizing improvement of healthcare delivery and access. It examines the complex organizational dynamics and structures that predicate the interaction among major components of the United States healthcare system. Individual strategies for effectively leading and managing organizational change, building strong organizational culture, developing effective teams, resolving conflicts, implementing effective motivational systems and nurturing a learning organization are investigated.
Credit: 3 semester hours
Course Director: James Walker

Pharmacology in Advanced Practice I (NANAP-63901)
This course begins with an in-depth study of basic human pharmacology principles. The course progresses to detailed explorations of the uptake, distribution, biotransformation, and elimination of currently used clinical anesthesia pharmacotherapeutics. Pharmacogenetic disorders with specific anesthesia implications are examined. Various agents affecting the autonomic nervous system are detailed.
Credit: 3 semester hours
Course Director: Rachel Davis

Pharmacology in Advanced Practice II (NANAP-64902)
This course is an in-depth study of the pharmacology of drugs currently used in human medicine. The student should gain an understanding of the uptake, distribution, biotransformation, and elimination of drugs that are currently prescribed for specific human conditions, such as endocrine disorders, hypertension, rheumatic/inflammatory disorders & obstetrics. An in-depth study of the pharmacology of drugs currently utilized in the management of central nervous system disorders is included. Cancer chemotherapeutic and antimicrobial agents are addressed along with attendant anesthetic implications. The pharmacology of drugs used to treat cardiovascular conditions and hemostatic derangements is also discussed. Phytopharmaceuticals, toxicology and agents that may be encountered in biological and chemical warfare are also described.
Credit: 4 semester hours
Course Director: Rachel Davis

Physics for Anesthesia Practice (NAPAP-61602)
This course is designed to review and reinforce concepts in physics specifically as it relates to anesthesia. Clinical concepts and application are emphasized and reinforced.
Credit: 1 semester hour
Course Director: Nathan Jones

Principles of Anesthesia (NANPA-63801)
This course investigates the basic concepts in anesthesia care delivery including pre-anesthetic and post-anesthetic evaluation, premedication, formulation of anesthesia management plans, anesthetic techniques and procedures, equipment requirements, monitoring, and record keeping.
Credit: 3 semester hours
Course Director: Aimee Langley

Principles of Electrocardiology (NANPA-61803)
This course investigates the basic electrocardiology for nurse anesthesia practice. Fundamental concepts of the electrocardiogram will form the foundation for identification of normal and abnormal findings. The ECG criteria for various dysrhythmias, as well as the physiological underpinnings, will be explored. Concepts based on the 12-lead electrocardiogram will explore frontal plane axis, horizontal plane axis (R-wave progression), chamber enlargements, injury patterns, conducting system abnormalities, and other conditions with ECG findings. Treatment of various dysrhythmias and other ECG abnormalities will be addressed.
Credit: 1 semester hour
Course Director: James Walker

Professional Philosophy and Scholarship (NAPAS-83102)
This course will draw upon the disciplines of philosophy, ethics, and the social sciences to examine key concepts of professional practice that form the foundations for many advanced practice roles in nursing and anesthesia, with a focus on leadership and scholarship. Emergence and foundations of nurse anesthesia practice will be explored. Scholarship within the discipline will be investigated.
Credit: 3 semester hours
Course Director: Maddie Hortenstine

Quality Outcomes Management (NAQOM-83108)
This course analyzes problems raised by various levels of quality found in healthcare systems, educational institutions and other organizations. It includes knowledge about the major theories for the measurement of quality. This course will also explore the definitions of quality, how to measure quality, analyze outcome data, and implement improvements in a healthcare system.
Credit: 3 semester hours
Course Director: Maddie Hortenstine

Radiology for Nurse Anesthesia Practice (NARAD-61151)
This course acquaints the student with basic principles involved in, and the clinical value of, various radiologic examinations. The module will emphasize normal radiographic anatomy as compared with abnormalities and findings associated with various disease states. The primary effort is directed at teaching students how to use radiology examinations in evaluating various medical diseases/disorders.
Credit: 1 semester hour
Course Director: Maddie Hortenstine

Seminars in Anesthesia (NASEM-71801)
This course consists of weekly seminars by students and faculty members on research topics, current literature, and case presentations. The course is designed to enhance the student's theoretic foundation as well as develop critical thinking abilities.
Credit: 1 semester hour
Course Director: Aimee Langley

Theories and Concepts in Healthcare (NPTHC-83101)
This course reviews the history and evolution of the philosophy of science in nursing, laying the foundation for the generation and expansion of new professional knowledge that will guide evidence-based practice for nursing and healthcare. Selected approaches to concept/theory development, analysis, and evaluation are examined and applied. Concepts related to acceptable theories in the scientific community and epistemology and ontology of nursing will be explored. This course allows doctoral students to gain appreciation for the underpinnings of philosophical frameworks and epistemological paradigms in future research.
Credit: 3 semester hours
Course Director: Rachel Davis

Translational Research (NATRR-83112)
This course is designed to provide the tools for the advanced practice nurse to evaluate, translate and integrate published research results into clinical practice. During the course, students will learn how to conceptualize clinical practice problems, how to transform these problems into answerable clinical research questions, how to search for the best clinical evidence, how to assess clinical evidence using basic epidemiological, biostatistical and scientific principles and how to integrate the research results with patients' values and preferences across clinical sites. Critical appraisal and research synthesis will provide understanding of models used to inform evidence-based advanced practice nursing. The course will culminate in development of the DNP project proposal.
Credit: 3 semester hours
Course Director: Nathan Jones

SCHOOL OF HEALTH PROFESSIONS

Course Descriptions
Academic Year 2026-2027

Genetic Counseling Program Course Descriptions

Foundations of Genetic Counseling I (GCFGC 64001)
This course is designed to provide students with the foundation on which to build the skills to be a successful genetic counselor. Students will explore contexts and situations in genetic counseling that practicing genetic counselors are likely to face. They will learn procedures for obtaining an accurate and relevant family history,constructing a pedigree, assessing modes of inheritance, making a diagnosis, determining risks, receive an introduction to psychosocial counseling issues and explore diverse counseling theories. The course will include an overview of the history of the profession to provide a framework for understanding the current state of the profession. Students will be introduced to practice areas within the profession through a four- w e e k block covering prenatal, pediatric, adult, and cancer genetic counseling and will obtain foundational knowledge specific to these practice areas. The ACGC Practice Based Competencies will be introduced and students will explore the role of genetic counselors in working with clients through a combination of role-plays and standardized patient encounters.
Credits: 4, Fall
Course Co-Directors: Daniel Riconda, MS, CGC & Andrea Moon, MS CGC

Medical Genetics I (GCMEG 63001)
This course is designed for genetic counseling students in their first year of training. This course provides an overview of fundamental principles of cytogenetics, molecular genetics, cancer genetics, population genetics, biochemical genetics and skeletal genetics. This course will be taken in sequence with the Medical Genetics II with both live and pre-recorded lectures. This course will combine didactic lectures with case studies, problem sets, quizzes, and short presentations by the students to reinforce topics presented in the lectures. For example, there are three hours per week: One hour will be live, one hour will be video and one hour will be a combination of topic reviews, assignments, quizzes, and short presentations.
Credits: 3, Fall
Course Co-Directors: Chaya Murali, MD, Emily Bland, MS, CGC, & Bo Yuan, PhD, FACMG

Embryology (GCEMB 61003)
This course is designed for genetic counseling students in their first year of training. Students will understand the basics of normal human development and will apply this knowledge to a comprehensive understanding of the anatomy of the newborn and adult. Additionally, this course provides a basis for explaining the etiology and process of developmental anomalies. It also provides an introduction to the treatment of patients with congenital anomalies and counseling options for families of affected individuals. This course will combine didactic lectures with case studies, quizzes, and clinical correlates to reinforce key concepts.
Credits: 1, Fall
Course Director: Salma Nassef, MS, CGC

Health Behavioral Counseling I (HPHBC 61201)
This course introduces counseling and behavioral science theories, skills, and tools to enhance learners' communication skills and understanding of the process of health behavior change. Behavior change stages and processes are introduced using the Transtheoretical Model and social learning theories, with a focus on applying Motivational Interviewing skills. Learning activities include role play, observation of self-help support group sessions, simulated patient encounters, and critical reflection to help learners develop an intimate understanding of the process of change and increase empathy for patients attempting to change health behaviors.
Credits: 1, Fall
Course Director: Beth Garland, PhD

Preparing for Genetic Counseling in Practice (GCGCP 62001)
This course is designed to provide students with a practical foundation in preparing for clinical participation in various practice areas. This hands-on course will build on didactic content learned from Foundations of Genetic Counseling I and serve as an applied course. Students will have the opportunity to practice chart review, interpretation of screening and testing reports, pedigree risk assessments, online risk models, simulated coordination of testing, application of practice guidelines in a clinical context, completion of requisition forms, and identification of genetic testing options based on insurance considerations. This practice-based exploration of clinical genetic counseling will equip students to participate in patient care on clinical rotations.
Credits: 2, Fall
Course Director: Salma Nassef, MS, CGC

Research Methods in Genetic Counseling (GCRGC 61001)
This course will introduce students to the tools necessary to conduct clinical research studies in genetics and the foundations necessary for their thesis project. Students will discuss current topics significant to the field of genetic counseling and the roles of genetic counselors in the field of research. The course will explore how research designs including quantitative, qualitative, and outcomes research are utilized in the field of genetic counseling. Students will be introduced to the use of interview and survey techniques in genetic counseling research as well as the basics in obtaining research funding. Courses will be a combination of lecture, student discussion and presentation.
Credits 1, Fall
Course Director: Sarah Scollon, MS, CGC

Journal Club I (GCJOC 61001)
This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.
Credit 1, Fall
Course Co-Directors: Tanya Eble, MS, CGC & Lauren Desrosiers, MS, CGC

Clinical Practicum I (GCCLP 71001)*
Each Clinical Practicum I through V introduces students to a new clinical training experience with the opportunity to observe cases in a variety of clinical settings. At each site, students observe cases on a rotating schedule under the supervision of genetic counselors or other medical staff. This is an opportunity for students to familiarize themselves with different components of the genetic counseling session, observe different counseling styles, and compare and contrast how different clinical sites operate. At the conclusion of the fall semester, students should be able to prepare for a case and to obtain a three-generation family pedigree. Additional skill acquisition may occur at the discretion of the clinical supervisors.
*Clinical Practicum I, II, IV, and V will each be completed at a different site, cumulatively to expose each student to the following four core specialty clinical services. Summer Practicum III is not intended as a core clinical specialty, as described in that course description.
Credits 1, Fall
Course Director: Salma Nassef, MS, CGC

Clinical Practicum Sites
Prenatal: Harris Health/Ben Taub Hospital; Texas Children's Pavilion for Women; Texas Children's community clinics (Sugarland, Katy, Woodlands, Northwest, Clearlake, Baytown); Methodist Hospital; Fetal Center; Consultagene Clinic
Pediatric: Texas Children's Hospital; Texas Children's Woodlands; Texas Children's West Campus
Adult/Cancer: Harris Health/Smith Clinic; VA; McNair, Consultagene Clinic, Lester and Sue Smith Breast Center at Baylor College of Medicine

Foundations of Genetic Counseling II (GCFGC 63002)
This course is designed to prepare students for their clinical rotations. Emphasis will be onlearning to effectively communicate a broad spectrum of genetic concepts to patients. This includes communicating both orally and in writing information about genetic disorders, procedures, laboratory tests, andrisks. Students will practice oral presentation skills and develop patient education aids, which they will use in directed role-plays. They will build upon the skills obtained in Foundations of Genetic Counseling I and will learn how to facilitate decision making, conduct psychosocial assessments, practice critical thinking, and employ ethical practice in genetic counseling. They will also build upon their initial introduction to prenatal, pediatric, adult, cancer, and laboratory practice areas.
Credits: 3, Spring
Course Co-Directors: Daniel Riconda, MS, CGC & Andrea Moon, MS CGC

Medical Genetics II (GCMEG 63002)
This course is designed for genetic counseling students in their first year of training. This course provides an overview of genetic disorders encountered in prenatal genetics, pediatric genetics, and adult genetics, as well as advanced topics in biochemical genetics. An emphasis will be placed on etiology, diagnosis, prognosis, differential diagnosis, and management of these disorders. This course will be taken in sequence with Medical Genetics I with both live and pre-recorded lectures. This course will combine didactic lectures with case studies, problem sets, quizzes, short presentations by the students, and direct patient and parent interaction to reinforce topics presented in the lectures. For example, there are three hours per week: One hour will be live, one hour will be video, and one hour will include a combination of topic reviews, assignments, quizzes, and short presentations.
Credits 3, Spring
Course Co-Directors: Chaya Murali, MD, Emily Bland, MS, GCG, & Bo Yuan, PhD, FACMG

Ethical and Legal Issues in Human Genetics (Ethics: GCELI 62000)
This course focuses on the legal and ethical issues in the practice of genetic counseling and clinical genetics. The NSGC Code of Ethics will also be explored and applied to clinical and research case scenarios. Through the exploration of topics such as eugenics, incidental findings through genetic testing including non-paternity and consanguinity, genetic privacy and GINA, and prenatal testing/PGT, students will begin to appreciate ethical considerations and ethical decision making within the scope of clinical practice.
Credit 2, Spring
Course Co-Directors: Elizabeth Mizerik, MS, CGC & Abby Yesso, MS, CGC

Fundamentals in Epidemiology (GCFEP 61000)
This course introduces the basic principles and methods of epidemiology, with an emphasison critical thinking, analytic skills, and application to clinical practice and research. Topics include outcome measures, methods of adjustment, surveillance, quantitative study designs, and sources of data. The course is designed for professionals intending to engage in, collaborate in, or interpret the results of epidemiological research as a substantial component of their career.
Credits 1, Spring
Course Director: Austin Brown, PhD & Erin C. Peckham-Gregory, PhD, MPH

Genetic Epidemiology and Population Genetics (GCEPG 61000)
This introductory level course in genetic epidemiology will build upon the topics covered in foundations in epidemiology with a focus on the design of studies to identify disease-gene associations. The lectures concentrate on common study designs for genetic association studies, including case-control studies, cohort studies, and parent-offspring trios. There is a focus on epidemiologic approaches for genetic studies of non-Mendelian diseases, disease-gene associations, and maternal genetic effects. Students will learn about study design and data analysis through class lectures, independent readings, and related projects.
The objectives of this course are to provide the student with an understanding of complex genetic diseases; population genetics; common designs for studies of disease-gene association; and approaches for assessing maternal genetic effects. At the conclusion of the course, students will be able to design case-control and family-based studies to detect disease-gene associations and should have an understanding of the various statistical approaches that can be used to analyze the resulting data.
Credits 1, Spring
Course Director: Melissa Richard, PhD

Thesis I (GCTHE 81001)
This course will continue the work begun in Genetic Counseling Research Methods. The course is designed to prepare students for submission of their thesis projects. This course will provide the framework for development of strong thesis projects from evaluation of ideas through execution of the project to publication of the data. Students will learn about choosing research mentors, writing human research protocols, obtaining informed consent, developing research projects, study design, and presentation of research in the form of abstracts and posters. Through this course, students will present ideas and outlines of their thesis project for evaluation by their instructors and peers and will submit a protocol to the IRB for their thesis project. Thesis Advisory Committee members will be identified and thesis proposal will be presented to class and advisors for candidacy.
Credits 1, Spring
Course Co-Directors: Sarah Scollon, MS, CGC & Rachel Franciskovich, MS, CGC

Psychosocial Practicum I (GCPSP 62001)
This course is designed to introduce and expand on various concepts pertaining to psychosocial aspects of a genetic counseling session. This will be a combined class incorporating both first and second-year genetic counseling students. Students will learn through didactic lectures, group discussion, role plays, interactive sessions, and reflective exercises. Through the exploration of topics such as ethics, cultural competency, difficult patients, and autonomy, students will be able to develop skills specific to clinical practice.
Credits: 2, Spring
Course Co-Directors: Salma Nassef, MS, CGC; Patti Robbins-Furman, MPH, CGC; & Tammy Solomon, MS, CGC

Journal Club II (GCJOC 61002)
This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.
Credit 1, Spring
Course Co-Directors: Tanya Eble, MS, CGC & Lauren Desrosiers, MS, CGC

Clinical Practicum II (for site listings, see Clinical Practicum I, First-Year, Fall) (GCCLP 72002)
Students will rotate through three blocks. During this semester students begin to take on additional case responsibilities. These responsibilities may include case preparation,including review of the medical records and literature, obtaining family, medical and pregnancy histories, providing inheritance counseling, presenting cases to the medical staff, participating in case conferences, and composing counseling letters.
Credits 2, Spring
Course Director: Salma Nassef, MS, CGC

Laboratory Course (GCLAB 71000)
This course is designed for genetic counseling students at the end of their first year of training. Through this course students will become familiar with current molecular, biochemical, and cytogenetictechniques. Additionally, through this course students will understand the basics of the role of a laboratory genetic counselor, processes to enhance communication with the laboratory, and the distinctive role of the diagnostic laboratory in patient care.
Credits: 1, Spring
Course Co-Directors: Ning Liu, PhD, Nicole Owen, PhD, & Romy Fawaz, MS, LCGC

Clinical Practicum III (for site listings, see Clinical Practicum I, First-Year, Fall) (GCCLP 72003)
This rotation provides students with extensive clinical training and increasing case responsibilities. The students participate in a (minimum) 5-week full-time practicum. The internship can be in or outside of the state of Texas for students in good standing pending student interest and clinic site availability. Summer Practicum III provides students with the opportunity to train in varied geographic settings, to work with novel patient populations, and to pursue individual clinical interests.
Credits 2, Fall (June-July)
Course Co-Directors: Daniel Riconda, MS, CGC & Salma Nassef, MS, CGC

Advanced Genetic Counseling I (GCAGC 62001)
This course continues the work begun in Foundations of Genetic Counseling I and II. This course includes a discussion of the current state of the genetic counseling profession with a focus on current professional issues, including issues such as professional development, standards of practice, expanded roles ofgenetic counselors and cultural competency. The course will facilitate the continued development of presentation skills as well as preparation for job searching and interviewing. Working within interdisciplinary clinics and coordinating care with other health professionals will also be included in the instructional design of this course.
Credits: 2, Fall
Course Co-Directors: Daniel Riconda, MS, CGC & Josephine Minick, MS, CGC

Thesis II (GCTHE 83002)
The MSGC Program in Genetic Counseling requires completion of a research thesis. This course will continue the work begun in Research Methods in Genetic Counseling & Thesis I. Students will gather data related to their IRB approved graduate level research project developed in Thesis I under the supervision of a thesis advisory committee. Students will begin data analysis of their IRB approved graduate thesis project developed. The experience will be structured such that students are expected to meet with their primary thesis advisor at least once a week and the full advisory committee at least once a month for the purposes of ongoing project oversight, implementation, data analysis and interpretation of results, and summarizing results.
Credits: 3, Fall
Course Director: Rachel Franciskovich, MS, CGC

Journal Club III (GCJOC 61003)
This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature
Credit 1, Fall
Course Co-Directors: Tanya Eble, MS, CGC & Lauren Desrosiers, MS, CGC

Variant Interpretation and Counseling (GCVIC 62000)
Gene and variant curation assists the healthcare provider to assess and classify the role of a sequence variant or copy number variant found in a gene and the potential role of the variant in a disease. In this course, students will learn the process of variant classification in laboratory result interpretation. This course is designedto provide students with the foundation of variant interpretation including ACMG guidelines, skills to assess various types of evidence, and to utilize databases and other resources to aide in the variant classification. Genetic counseling students will be assigned projects utilizing these resources and will learn to critically review laboratory data from exomesequencing, gene panel sequencing, and other genetic testing methodologies and curate these data for report interpretation. Students will also be introduced to bioinformatics resources and how they can be used to inform genetictesting methodologies and reporting.
Credits 2, Fall
Course Co-Directors: Katharina Schulze, PhD & Rob Rigobello, MS, LCGC

Advanced Practice in Genetic Counseling (APGC 62000)
This course explores advanced concepts in cancer genetics, neurogenetic conditions, and hereditary cardiac conditions that are not covered in depth elsewhere in the curriculum. Content will be delivered both synchronously and asynchronously. Instructors will utilize case-based discussions and students will learn additional skills that will expand their ability to generate a differential diagnosis. Throughout the course, instruction will focus on the practical application of this content in the context of providing genetic counseling to patients.
Credits: 1.5, Fall
Course Director: Taylor Beecroft, MS, CGC

Health Behavioral Counseling II (GCHBC 61202)
This course is a follow-up to HPHBC 62201. The course includes genetic counseling case-based application of motivational interviewing counseling skills. Students will also use case reflections to self-assess opportunities for use of MI skills including equipoise, emphasizing autonomy, and a review of skills from the HPHBC 62201 course. In addition, the concepts of shared decision making, transference and countertransference will be explored.
Credits: 0.5, Fall
Course Co-Directors: Beth Garland, PhD & Daniel Riconda, MS, CGC

Introduction to Quantitative Data Analysis (GCQDA 61000)
This course will provide students with practical experience in quantitative data analysis in the R and STATA software environments. The course will introduce common data structures; basic data manipulation procedures; methods for summarizing and comparing the distributions of categorical and continuous variables; one-way analysis of variance (ANOVA); linear regression; logistic regression; and data visualization. The course is designed for professionals intending to engage in, collaborate in, or interpret the results of epidemiological research as a substantial component of their career and designed to be suitable for those without substantial prior exposure to data analysis or statistical programming. Emphasis will be placed on the analysis of data from observational studies in human subjects.
Credits: 0.5, Fall
Course Director: Jeremy Schraw, PhD

Clinical Practicum IVa & IVb (GCCLP 71004 & GCCLP 71005)
Students will rotate through one block each for this course. During this course students will take on full cases including case preparation, counseling the full session, test coordination, and follow-up as needed. Through this rotation and with continuation into clinical practicum V, the students will rotate through the three main specialties (prenatal, pediatric, and adult).
Credits (1 Credit each, 2 total), Fall (August-December)
Course Director: Salma Nassef, MS, CGC

Advanced Genetic Counseling II (GCAGC 62002)
This course focuses on advanced topics within the profession of genetic counseling. It will provide the framework for discussion and understanding of such topics as licensure, insurance, billing and reimbursement for services, supervision, compassion fatigue and burnout, transitioning from student to practitioner, board exam preparation, expand on interprofessional engagement, developing leadership skills genetic counseling outcomes, advanced degrees, and specialty practice related issues within the practice of genetic counseling. This course includes the readiness for graduation assessments. An objective clinical skills exam (OSCE) and a standardized patient encounter.
Credits: 2, Spring
Course Co-Directors: Daniel Riconda, MS, CGC & Josephine Minick, MS, CGC

Psychosocial Practicum II (GCPSP 62002)
This course is designed to introduce students to concepts pertaining to psychosocial aspects of a genetic counseling session. This will be a combined class incorporating both first and second-year genetic counseling students. Students will learn through didactic lectures, group discussion, role plays, interactive sessions, and reflective exercises. Through the exploration of topics such as ethics, cultural competency, difficult patients, and autonomy, students will develop skills specific to clinical practice.
Credits: 2, Spring
Course Co-Directors: Salma Nassef, MS, CGC; Patti Robbins-Furman, MPH, CGC; & Tammy Solomon, MS, CGC

Thesis III (GCTHE 83003)
The experience will be structured such that students are expected to meet with their primary thesis advisor at least once a week and the full advisory committee at least once a month for the purposes of ongoing project oversight, implementation, data analysis and interpretation of results, and summarizing results. Students will prepare manuscript and/or abstract for submission to a reputable national journal or national conference. In addition, they will orally present their dissertation in an open colloquium and then participate in a closed oral defense after their presentation with their thesis advisory committee.
Credits: 3, Spring
Course Director: Rachel Franciskovich, MS, CGC

Journal Club IV (GCJOC 61004)
This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. It also includes attendance at genetics case conferences at least twice a month. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.
Credit: 1, Spring
Course Co-Directors: Tanya Eble, MS, CGC & Lauren Desrosiers, MS, CGC

Clinical Practicum V (for site listings, see Clinical Practicum I, First-Year, Fall) (GCCLP 72005)
This rotation is a continuation of the Clinical Practicum IV course. Students will rotate through two 8-week blocks in this semester. The first block will be in one of the core specialties (prenatal, pediatric, and adult). During this semester students will take on full cases including case preparation, counseling the full session, test coordination, and follow-up as needed. The second block will be reserved for their desired specialty, remediation if needed, and/or a specialty rotation.
Credits 2, Spring
Course Director: Salma Nassef, MS, CGC

Comprehensive OSCE (Objective Structured Clinical Exam) in Genetic Counseling GC (GCOSC 80001 DEXAM)
The Comprehensive OSCE in Genetic Counseling is administered at least three months before graduation in the second year of study. This examination serves to assure continued development of the core fund of knowledge, retention of previously introduced concepts, and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of genetic counseling.
Credit: None, Spring
Course Director: Daniel Riconda

Defense of M.S. Thesis—Oral and Written in Genetic Counseling (GCDEF 80001 DRESR)
The Master's Thesis project will contribute to evidence-based practice and best practices in genetic counseling and/or related fields. Additionally, the project will prepare the graduate to participate in research while in clinical practice. The goal of the Master's candidate's thesis project is to produce a manuscript of publication quality for submission within a peer-reviewed journal although publication is not a requirement for graduation.
Credit: None, Spring
Course Director: Rachel Franiskovich

SCHOOL OF HEALTH PROFESSIONS

Course Descriptions
Academic Year 2026-2027

Physician Assistant Program Course Descriptions

PA Program Didactic Phase Courses

Anatomical Sciences I (HPANA-66101)
This course is designed to provide students with an extensive background in the fundamentals of human anatomy through lectures, small group laboratories, and independent study formats. Subjects taught include central nervous system anatomy, basic embryology, anatomy of upper and lower extremities, cardiovascular and pulmonary systems, abdomen, and pelvis. All course content is delivered through several learning modalities, including didactic lectures, laboratory sessions utilizing cadavers, radiographic images, anatomical models, in-class review sessions, and practice practical exams. The in-class review sessions and practice practical exams will allow for consolidation of the course material and an opportunity to test established knowledge prior to comprehensive exams. The course emphasizes the location, identification, function, and relationships of pertinent structures. The course is intended to provide an anatomical basis for understanding the physical examination, clinical diagnoses and treatment, and pathological changes associated with illness and injury of each major organ and body system.
Credit: 6 semester hours
Course Director: Adi Pinkas
Course Offered: Fall 1, Terms 1, 2, 3

Anatomical Sciences II (HPANA-63102)
This course is designed to provide students with an extensive background in the fundamentals of human anatomy utilizing lectures, small group laboratories, and independent study formats. Anatomic structures of the head and neck are described and illustrated in lecture followed by laboratory experiential learning to include location and identification as well as function and relationships of structures using cadavers, boney specimens, models, and radiographic images. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.
Credit: 3 semester hours
Course Director: Adi Pinkas
Course Offered: Spring 1, Term 1

Behavioral Dynamics (PABDN-62431)
A lecture and discussion course designed to provide the student with an overall view of the normal and abnormal characteristics of human psychological development and behavior in the pediatric, adult and geriatric patient populations.
Credit: 2 semester hours
Course Directors: Ali Asghar and Sean Hurdiss
Course Offered: Spring 1, Terms 2

Clinical Biochemistry (HPBIO-63121)
The course is designed to provide the student with the basics of clinical biochemistry in order to prepare them for their further studies. The course reviews basic organic chemistry pertinent to understanding metabolic pathways. Learning modules focus on aspects of clinical biochemistry including structure and function of proteins, enzyme kinetics, cell energy in the fed and fasted state and the metabolism of carbohydrates, lipids and amino acids. The course also covers nutritional needs of humans, including vitamins and their functions, and discusses disease states of biochemical origins.
Credit: 3 semester hours
Course Director: Kristina Hulten
Course Offered: Fall 1, Terms 1, 2

Clinical Genetics (HPGEN-61141)
The genetics course introduces students to the basics of clinical genetics in order to prepare them for their further studies and practice in primary care. The course will build on fundamental genetic concepts and principles as they relate to clinical genetics and human disease phenotypes. Emphasis will be placed on recognizing common chromosomal disorders, single gene conditions, and inborn errors of metabolism based on clinical presentation. The course will emphasize the importance of determining if family members are at risk (patterns of inheritance), and decerning the different types of genetic testing available for clinical care, including the differentiation between screening and diagnostic studies.
Credit: 1 semester hour
Course Director: Lorraine Potocki
Course Offered: Fall 1, Term 3

Clinical Medicine I (PACMD-61501)
This module introduces the basic principles cell injury, adaptation and death, acute and chronic inflammation, cell regeneration and fibrosis, hemostasis, thrombosis and shock, immune-mediated injury, benign and malignant neoplasms, atherosclerosis along with an introduction to the mechanisms underlying viral, bacterial, and fungal pathogens to include innate host defense mechanisms prior to studying organ system pathophysiology.
Credit: 0.5 semester hour
Course Director: Dave Paris
Course Offered: Fall 1, Term 1

Clinical Medicine II (PACMD-61502)
This module introduces pathophysiology, clinical manifestations differential diagnosis, and treatments of acute and chronic disease involving the cardiovascular system. Critical Thinking Sessions are used to integrate and apply the knowledge acquired from lectures and readings.
Credit: 1 semester hour
Course Director: Eric Martinez
Course Offered: Fall 1, Term 2

Clinical Medicine III (PACMD-63503)
This module introduces pathophysiology, clinical manifestations, differential diagnosis, and treatments of acute and chronic disorders involving the pulmonary, renal and integument systems. Critical Thinking Sessions are used to integrate and apply the knowledge acquired from lectures and readings.
Credit: 3 semester hours
Course Director: Dave Paris
Course Offered: Fall 1, Term 3

Clinical Medicine IV (PACMD-63511)
This module introduces pathophysiology, clinical manifestations, differential diagnosis, and treatments of acute and chronic disorders involving the gastrointestinal, genitourinary, musculoskeletal, and rheumatologic systems. Critical Thinking Sessions are used to integrate and apply the knowledge acquired from lectures and readings.
Credit: 3 semester hours
Course Director: Katherine Erdman
Course Offered: Spring 1, Term 1

Clinical Medicine V (PACMD-63512)
This module introduces pathophysiology, clinical manifestations, differential diagnosis, and treatments for acute and chronic disorders involving the ears, eyes, and central and peripheral nervous systems, coupled with disorders affecting older adults, and introduces pathophysiology, clinical manifestations, differential diagnosis, and treatments in geriatrics. Critical Thinking Sessions are used to integrate and apply the knowledge acquired from lectures and readings.
Credit: 3 semester hours
Course Director: Katherine Erdman
Course Offered: Spring 1, Term 2

Clinical Medicine VI (PACMD-63513)
This module introduces the pathophysiology, clinical manifestations, differential diagnosis and treatments for conditions presenting in emergency care, and for acute and chronic disorders involving the endocrine and hematologic systems and the management of clinical infectious disease including HIV infection. Critical Thinking Sessions are used to integrate and apply the knowledge acquired from lectures and readings.
Credit: 3 semester hours
Course Director: Eric Martinez
Course Offered: Spring 1, Term 3

Clinical Prevention (PACLP-62301)
This course introduces students to the history, underlying theory, basic concepts, and interplay associated with public health, lifestyle medicine, and clinical prevention in the United States. Strategies for illness prevention, risk characterization, early screening for asymptomatic disease, risk stratification, and the reduction of risk at the individual and community level will be addressed. The content within the course is designed to provide a foundation for parallel learning experiences in Health Behavioral Counseling, Clinical Medicine, Genetics, and Health Research Methods. The need to identify health behaviors and risks will be reinforced within the Physical Diagnosis course through patient write-ups and through this course using case integrations.
Credit: 2 semester hours
Course Director: Sarah Keyes
Course Offered: Fall 1, Terms 1, 2

Communications and Perspectives in Healthcare I (PACC-61401)
The course introduces students to basic concepts of non-medical drivers of health that pertain to the delivery of health care for a practitioner in a clinical setting. Lectures, discussions, small group activities, and community engagement are used to teach and reinforce course content. The course will focus on identifying and examining basic concepts associated with non-medical drivers of health and understanding clinical relevance. In addition, the impact of religious beliefs, alternative health care practices and family roles on the delivery of health care will be explored with the intent to prepare practitioners to provide competent care to all patients.
Credit: 1 semester hours
Course Director: Elizabeth Elliott
Course Offered: Fall 1, Terms 1, 2

Diagnostic Testing (PADIA-61701)
A course designed to acquaint students with the principals involved in and the clinical evaluation of radiographic and clinical laboratory diagnostic studies. The emphasis within the radiology section is placed on normal radiographic findings and their comparison to the abnormalities visualized in disease processes. In the laboratory medicine section, the lectures are designed to survey and relate the results of tests to clinical situations. Lectures will also introduce thetechniques of more important laboratory tests to include specimen acquisition and handling.
Credit: 1 semester hour
Course Director: Anna Shafer
Course Offered: Spring 1, Term 1, 2, 3

Electrocardiography (PAECG-62711)
This course is designed to present a systematic and standardized approach to ECG evaluation and interpretation. Each session covers a specific topic or topics and builds on the previous ones. After completing each session, the student will work through ECG tracings to review and apply the knowledge acquired.
Credit: 2 semester hours
Course Director: Elizabeth Elliott
Course Offered: Spring 1, Term 3

Health Behavioral Counseling I (HPHBC-61201)
This course introduces health counseling and behavioral science theories, skills, and tools to enhance learners' communication skills, empathy, and understanding of the process of health behavior change. Behavior change processes are introduced using the Transtheoretical Model, Self-Determination Theory, and Health Belief Model, with a focus on applying Motivational Interviewing, Brief Action Planning, and Shared Decision Making to clinical scenarios through lecture, role play, simulation, peer observation, and self-reflection.
Credit: 1 semester hour
Course Director: Beth Garland
Course Offered: Fall 1, Terms 2, 3

Human Physiology I (HPPHY-64221)
This course provides a comprehensive understanding of human physiology from the cellular level to integrated organ system function. Emphasis is placed on the regulatory mechanisms that maintain homeostasis and the normal function of muscle, nerve, blood, hemostasis, cardiovascular, respiratory, renal, and gastrointestinal systems, as well as fluid balance and temperature regulation. Clinical correlations are incorporated to demonstrate how alterations in normal physiological processes contribute to disease states commonly encountered in medical practice.
Credit: 4 semester hours
Course Director: Irrum Niazi
Course Offered: Fall 1, Terms 2, 3

Human Physiology II (HPPHY-61222)
This course provides a continued comprehensive study of human physiology with emphasis on the endocrine and reproductive systems, energy metabolism, musculoskeletal and bone physiology, and the physiology of pregnancy and development. Students will examine the mechanisms that regulate normal body function and how disruptions in these processes lead to pathophysiologic conditions. Clinical applications are integrated throughout the course to reinforce the relevance of physiological principles to patient assessment and management in clinical practice.
Credit: 1 semester hour
Course Director: Irrum Niazi
Course Offered: Spring 1, Term 1

Immunology for Health Professions (HPIMM-62131)
This course will provide an overview of basic immunological concepts including components of the immune system, innate and adaptive immune responses. The immune responses against infectious microbes as well as immunologic diseases will also be addressed.
Credit: 2 semester hours
Course Director: Vanaja Konduri
Course Offered: Fall 1, Term 2

Medical Ethics (PAETH-61421)
This course provides physician assistant students with a comprehensive understanding of medical ethics essential for professional practice. Through lectures, learning modules, and small group case discussions, students will explore fundamental ethical principles and their application in the clinical setting. Topics include confidentiality, informed consent, decision-making capacity, surrogate decision making, pediatric ethics, reporting requirements, reproductive ethics, end-of-life ethics, and resource allocation. Emphasis will be placed on acquiring a broad baseline of knowledge on these topics, developing critical thinking skills, applying a framework to ethical decision making, and fostering sensitivity to diverse patient populations. This course aims to equip students with the knowledge and skills necessary to navigate complex ethical dilemmas encountered in healthcare settings, focusing on professionalism and compassionate patient care.
Credit: 1 semester hour
Course Director: Holland Kaplan
Course Offered: Spring 1, Term 2

Medical Humanities (PAMHM-81101)
The Medical Humanities course utilizes the curriculum of The Healer's Art course to enable the formation of a genuine community of inquiry between students and faculty that encourages an in-depth sharing of experience, beliefs, aspirations and personal truths. Students and faculty participate together in a discovery model that transcends the divisiveness of expertise to explore service as a way of life. The process-based curriculum takes a highly innovative, interactive, contemplative and didactic approach to enabling students to uncover and recognize the personal and universal meaning in the daily work of medicine.
Credit: 1 semester hour
Course Director: Katherine Erdman
Course Offered: Spring 1, Term 2

Pediatrics (PAPED-62531)
The Pediatrics course is designed to introduce students to the most common health problems affecting the pediatric patient from the newborn period through adolescence. The lectures focus on health promotion, disease prevention and screening, pathology identification and management, education and counseling, and injury prevention for the pediatric patient and family. The laboratory components focus on skills and knowledge needed in caring for pediatric patients.
Credit: 2 semester hours
Director: Elizabeth Elliott
Course Offered: Spring 1, Term 3

Pharmacology I (PAPRM-63801)
This course provides Physician Assistant students with a foundational understanding of the general principles of pharmacology and the clinical application of these principles in patient care. Students will examine the mechanisms of action of medications across major therapeutic classes and understand how pharmacologic treatment relates to the pathophysiology of diseases commonly encountered in clinical practice. Emphasis will be placed on indications, contraindications, common adverse effects, significant drug interactions, monitoring parameters, and patient safety considerations. Students will also develop skills in utilizing evidence-based drug information resources, identifying first-line therapies for common conditions, and recognizing medications associated with serious or potentially life-threatening adverse effects.
Credit: 3 semester hours
Course Director: Irrum Niazi
Course Offered: Fall 1, Terms 2, 3

Pharmacology II (PAPRM-61811)
This course continues the comprehensive study of pharmacology with a focus on medications affecting the central nervous system, psychiatric disorders, gastrointestinal disorders, endocrine diseases, bone and joint conditions, reproductive health, oncology, and immunologic disorders. Students will examine the mechanisms of action, therapeutic uses, adverse effects, contraindications, and clinically significant drug interactions of major medication classes within these systems. Additional topics include prescription writing, legal and regulatory policies related to prescribing, and principles of safe and responsible medication management. Clinical correlations and case-based learning are integrated to strengthen readiness for future clinical practice.
Credit: 1 semester hours
Course Director: Irrum Niazi
Course Offered: Spring 1, Term 1

Physical Diagnosis I (PAPHD-66601)
The first semester of this course focuses on developing skills to perform a complete history and physical examination on patients over the spectrum of ages and clinical situations that a physician assistant may encounter in clinical practice. The learning experiences emphasize the principles, skills, routines and special tests appropriate for the assessment of disease involving the cardiovascular and respiratory systems. A secondary aim of this course is the development of skills in formulating an appropriate diagnosis and treatment plan derived from information taken in the history and identified from the physical exam. The course will stress the accurate presentation of information in both written and oral forms.
Credit: 6 semester hours
Course Director: Eric Rasch
Course Offered: Fall 1, Terms 1, 2, 3

Physical Diagnosis II (PAPHD-63611)
The second semester continues to develop skills in performing a complete and problem-specific history and physical examination on patients over the spectrum of ages and clinical situations. The learning experiences focus upon the principles, skills, routines and special tests appropriate for the assessment of diseases involving the eyes, ears, nose, throat, gastrointestinal, genitourinary, dermatological, musculoskeletal, and nervous systems. This semester will continue the development of an appropriate differential diagnosis and plan for the further evaluation and management of an identified problem with accurate presentation of information in both written and oral forms.
Credit: 3 semester hours
Course Director: Jayne Chirdo-Taylor
Course Offered: Spring 1, Terms 1, 2, 3

Problem Solving in Medicine I (PAPSM-61901)
This course assists students to develop their skills at differential diagnosis and problem identification through the integration of information presented in the Clinical Medicine, Physical Diagnosis, and other courses. Multiple critical thinking sessions using individual and team learning techniques are used to explore problems involving the heart and lungs.
Credit: 1 semester hour
Course Director: Stephanie DeSandro
Course Offered: Fall 1, Term 3

Problem Solving in Medicine II (PAPSM-62911)
This course assists students to develop their skills at differential diagnosis and problem identification through the integration of information presented in the Clinical Medicine, Physical Diagnosis, and other courses. Multiple critical thinking sessions using individual and team learning techniques are used to explore problems involving the abdomen, kidney, lower urinary tract, ear, nose and throat, musculoskeletal, special sensory, central and peripheral nervous systems, and the hematopoietic system.
Credit: 2 semester hours
Course Director: Stephanie DeSandro
Course Offered: Spring 1, Terms 1, 2, 3

Professional Role Issues I (PAPRI-61411)
This course provides students a historical perspective of the evolving professional, clinical and intra-professional roles carried out by physician assistants through a study of the organizational, political, legal and socioeconomic forces that have and continue to shape the profession.
Credit: 1 semester hour
Course Director: Carl Fasser
Course Offered: Fall 1, Term 1

Therapeutics I (PATHR 61101)
This course is designed in a case-based, flipped-classroom format, providing students with practical, real-world scenarios in which to apply their knowledge of pharmacological and non-pharmacological therapeutic management. It promotes an understanding of the general principles of rational therapeutics and the application of these principles to patient care situations. Students will learn the latest therapeutic guidelines and evidence-based practices, will develop skills in selecting and managing appropriate therapeutic interventions for various medical conditions, and will practice critical thinking and problem-solving skills in the context of therapeutic management.
Credit: 0.5 semester hours
Course Director: Katherine Erdman
Course Offered: Spring 1, Terms 2, 3

Women's Health (PAWHI-62521)
The course focuses on the normal physiologic and sexual development of women, health maintenance concerns of women at various life stages, and serves as an introduction to gynecologic/obstetric history taking and physical examination skills. The manifestation, evaluation, management, and treatment of common disease entities along with routine care for both gynecologic/obstetric patients are also addressed. The course facilitates the use of critical thinking skills along with appropriate clinical decision-making strategies so that students can provide a sensitive approach to preventive and therapeutic healthcare, recognize common gynecologic and obstetric problems, understand appropriate therapeutic interventions, and effectively provide patient education.
Credit: 2 credit hours
Course Director: Anna Shafer
Course Offered: Spring 1, Term 2

PA Program Research Phase Courses

Research I (PARS1-71531)
This faculty-guided seminar series is devoted to examining and applying principles central to the practice of evidence-based medicine. Students will develop an understanding of how to access and critically review medical literature, design a research study, apply epidemiologic methods to assess test quality and disease risk, approach data generation and analysis, address quality assurance concerns, and adhere to ethical, legal, and regulatory issues involved in human-subject research. Exercises in inductive reasoning include article search-and-retrieval, annotated bibliography generation, and manuscript abstractions. On-line assignments that reinforce critical content will be completed in small groups.
Credit: 1 semester hour
Course Director: Carl Fasser
Course Offered: Fall 2, Terms 1AB-2AB

Research II (PARS2-74541)
This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data; resolution of questions surrounding database construction and data entry verification; draft of the introduction, background and methods sections of the Master's Paper; and the development of skills at the oral presentation and defense of research results. Critical review and interpretation of the scientific literature initiated during Research 1 is extended in this seminar course. Without clinical responsibilities, students devote their undivided attention to their Master's Paper research.
Credit: 4 semester hours
Course Director: Carl Fasser
Course Offered: Spring 2, Terms 3B-5B and Fall 3, Terms 6A-6B

Research III (PARS3-74551)
This faculty-guided seminar builds upon the student's understanding of the evidence-based interpretation of literature, research design, data collection, scientific writing, and oral presentation. The focus is on the statistical analysis and interpretation of quantitative data and qualitative information using appropriate methods; generation of tables, charts, graphs, and images as indicated; draft of the results, discussion, and conclusion sections of the Master's Paper; and the refinement of oral presentation skills and the defense of research results. Critical review of student project results is carried out in collaboration with each student's expert faculty mentor followed by the oral presentation of the drafted poster for student research day. Students do not carry clinical responsibilities during this four-week time-period.
Credit: 4 semester hours
Course Director: Carl Fasser
Course Offered: Fall 3, Terms 6B-6E

Master Paper (PAMPP 74800)
Practice-based learning and improvement using evidence constitutes one of six core competencies that should be exhibited by future entry-level PA providers. The intent of the longitudinal Master's Paper Project is to provide students with knowledge of study designs and statistical methods needed to understand clinical information, the ability to locate, critically appraise, and integrate evidence from scientific studies into clinical practice activities, to use technology to analyze and manage information on a longitudinal basis, and to review practice experiences using a systematic method in concert with other team members as a means of improving the outcomes of care.
Course Credits: 4 semester hours
Course Director: Carl Fasser
Course Offered: Fall 3

PA Program Clinical Phase Courses - Core Rotations

Emergency Medicine (PAERM-74681)
The core Emergency Medicine rotation provides an in-depth exposure to the illnesses and injuries sustained by children, adults, and the elderly that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills and performing of techniques and procedures essential to the proper management of surgical illness and injury.
Credit: 4 semester hours
Course Director: Eric Martinez
Course Coordinator: Eric Martinez
Course Offered: Fall 2, Spring 2

Internal Medicine – Inpatient (PAIMI-78621)
During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered on a general medicine service. The formulation of an understanding of the various medical disorders in adults and elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual.
Credit: 8 semester hours
Course Director: Eric Rasch
Course Coordinators: Alexandria Fornerette-Harris; Cody Moore
Course Offered: Fall 2 and Spring 2

Internal Medicine – Outpatient (PAIMO-74631)
During this core rotation, the student will develop the ability to apply fundamental medical knowledge through assessing medical conditions ambulatory clinic setting. This involves understanding various preventive, acute, and chronic medical conditions in adults and elderly patients. This will be achieved through precise data collection, obtaining an appropriate history and physical examination, and the formulation of problem-specific plans. Additionally, the student will cultivate a holistic perspective by prioritizing the emotional and social well-being of the individual patient.
Credit: 4 semester hours
Course Director: Dave Paris
Course Offered: Fall 2 and Spring 2

Gynecology/Obstetrics (PAGYN-74641)
The core Obstetrics & Gynecology (OB/GYN) rotation exposes students to the spectrum obstetrical (including prenatal) and gynecologic healthcare in the ambulatory and inpatient settings. The learning experiences emphasize family planning and contraception, sexually transmitted infection recognition and treatment, cancer detection, prenatal care, evaluation of common GYN problems, as well as exposures to delivery and the surgical management of OB/GYN disorders.
Credit: 4 semester hours
Course Director: Anna Shafer
Course Coordinator: Tara Harris
Course Offered: Fall 2 and Spring 2

Pediatrics – Inpatient (PAPDI-74751)
During this core rotation, the student learns to apply basic medical knowledge and skills to evaluating problems on a general pediatric service. The emphasis in this setting is on the provision of secondary and tertiary care to a child from birth through adolescence.
Credit: 4 semester hours
Course Director: Kathleen Thompson
Course Coordinators: Sanghamitra Misra, Tracy Thomas, Raymond Martin
Course Offered: Fall 2 and Spring 2

Pediatrics – Outpatient (PAPDO-74761)
During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of emergent, acute, and chronic problems along with preventive care needs encountered in the pediatric practice setting. This setting emphasizes providing primary and secondary care to newborns, infants, children and adolescents.
Credit: 4 semester hours
Course Director: Elizabeth Elliott
Course Coordinators: Stephanie Marton and Laurin Villanueva
Course Offered: Fall 2 and Spring 2

Psychiatry (PAPSY-74671)
This core rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to adult and elderly patients with a variety of emergent, acute and chronic behavioral and mental health conditions are used to develop informed history taking and mental status examination skills to recognize and categorize behavioral and mental health conditions and techniques of early intervention and psychiatric referral.
Credit: 4 semester hours
Course Director: Vicki Waters
Course Coordinator: Ali Abbas Asghar-Ali
Course Offered: Fall 2 and Spring 2

Surgery (PASUR-74691)
This core rotation provides an orientation to patients of various ages with surgically manageable disease. The emphasis of the learning experiences is on the preoperative evaluation and preparation of patients for surgery; assistance during the intra-operative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and post-operative complications.
Credit: 4 semester hours
Course Director: Jayne Chirdo-Taylor
Course Coordinator: Yesenia Rojas Khalil
Course Offered: Fall 2 and Spring 2

PA Program Clinical Phase Courses - Integration Rotations

Community Family Medicine (PACFM-74731)
This applied integration core rotation provides an exposure to the principles and practices of community-oriented primary care with an emphasis on disease prevention and health maintenance in youth, adults, and the elderly as well as the opportunity to further techniques in history taking, physical examination, and health behavior counseling. Students also gain insight to the socio-environmental factors effecting the provision of healthcare services.
Credit: 4 semester hours
Course Director: Katherine Erdman
Course Offered: Fall 3

Geriatric Medicine (PAGER-74721)
This integration rotation provides an opportunity to apply knowledge of the physiological, behavioral, psychological and sociological changes associated with aging to the multidimensional assessment of elderly individuals. The student acts as a member of an interdisciplinary team of health professionals managing preventive, acute and chronic disorders common to elderly individuals with particular attention to maintaining autonomy across alternative care settings. Each student will have clinical time designated for specific palliative care, inpatient/long term care, wound care, and ambulatory clinic experiences.
Credit: 4 semester hours
Course Director: Vicki Waters
Course Coordinators: Michael Anderson
Course Offered: Fall 2, Term 2AB, Spring 2, and Fall 3

Physical Medicine and Rehabilitation (PAPMR-74781)
This clinical core rotation emphasizes medical rehabilitation in the adult population to enhance maintenance of independence in daily personal care and ambulatory household and community activities. It is designed to enable the student to develop skills in the examination of the spine and extremities; develop knowledge of basic kinesiology and biomechanics; and to begin to understand techniques of dynamic assessment. The student will perform comprehensive exams of the neurologic, muscular and skeletal system in young, mature and older adults while learning about the unique aspects of medical care of persons with major trauma, traumatic brain injury, amputation, and spinal cord injury.
Credit: 4 semester hours
Course Director: Kathleen Thompson
Course Offered: Fall 3

PA Program Clinical Phase Courses

Communications and Perspectives in Healthcare II (PACC-71521)
This course builds on the students' effective communication with patients from different backgrounds through the exploration of individual perspectives, communication styles, belief systems, health care practices, family roles, and their impact on the clinical encounter using the skill of critical self-assessment.
Credit: 1 semester hour
Course Director: Eric Rasch
Course Offered: Fall 2, Spring 2, and Fall 3

Professional Role Issues II (PAPRI-71511)
This course introduces students to jurisprudence and professional practice issues. Through lectures, seminars, and individual assignments the student will learn about the healthcare marketplace, Texas medical jurisprudence, risk management, and professional practice issues to include employment and credentialing, insurance reimbursement, and medical coding. The course also addresses the alternative roles played by PAs in the community and the therapeutic uses for common drugs.
Credit: 1 semester hour
Course Director: Sarah-Ann Keyes
Course Offered: Fall 2, Spring 2, and Fall 3

Preparation for Clinical Practice (PAPCP 74551)
This integrated course provides an extended overview of the principles and practices of general medicine. This course will reinforce knowledge of the diseases and disorders physician assistants (PAs) encounter and the knowledge and skills related to tasks PAs perform when treating patients. This course is designed for BCM PA students in their integration phase of training who are preparing for the NCCPA PA National Certification Examination (PANCE). Credit: 4 semester hours
Course Directors: Vicki Waters
Course Offered: Fall 3

Health Behavioral Counseling II (PAHBC-71201)
This course is a follow-up to HPHBC 62201. This course includes physician assistant (PA) case-based application of Health Behavior Counseling (HBC) skills. Students will also use case reflections to self-assess opportunities for use of HBC skills including equipoise, brief interventions, and a review of skills from the HPHBC 62201 course, especially evoking for change talk. Credit: 0.5 semester hour
Course Director: Beth Garland
Course Offered: Spring 2

Therapeutics II (PATHR 61102)
This course continues the practical application of therapeutic management in clinical settings, building on the foundational knowledge obtained in Therapeutics I and in clinical rotations. Selected cases for class discussion will require more advanced critical thinking and problem-solving skills and allow students to further practice and refine their skills in therapeutic management.
Credit: 0.5 semester hours
Course Director: Katherine Erdman
Course Offered: Spring 2

High Stakes and Summative Evaluations

Clinical Readiness Assessment (PACRE 60911)
The two-part CRA is a comprehensive exam designed to assess the student's ability to recognize the clinical manifestations of illness and injury using case vignettes and standardized patients. The vignettes cover the major body systems and encompass acute and chronic health problems seen in children and adults. The cases are often accompanied by color photographs that range from skin lesions to electrocardiograms. The patient scenarios are used to assess the student's ability to select and perform components of the physical exam pertinent to the differential evaluation and management of a clinical problem. Performance on the CRA is used to judge the student's readiness to enter the experiential learning phase of their training.
Credit: None
Course Director: Stephanie DeSandro
Course Offered: Spring 1, Term 3

PA Summative Evaluation (PAEA End of Curriculum Examination + Clinical Skills Assessment + Professionalism Evaluation + CFM Preceptor Practice Readiness Assessment) (PASUM 70700)
This four-component summative evaluation serves to meet the accreditation-required summative evaluation in the last four months of the Program. The summative evaluation includes the PAEA End of Curriculum exam, a case-based comprehensive written exam as well as a Clinical Skills Assessment (CSA). In addition, a summative Professionalism Evaluation (PROF) and Practice Readiness Evaluation (PPR) are completed by faculty and clinical preceptors. Performance on the Summative Evaluation (SE) is used to judge the student's readiness to enter clinical practice.
Credit: None
Course Director: Kathleen Thompson
Course Offered: Fall 3, Term 6C

SCHOOL OF HEALTH PROFESSIONS

Course Descriptions
Academic Year 2026-2027

Orthotic and Prosthetic Program Course Descriptions

Anatomical Sciences for O&P (OPANA-63101)
Anatomical Sciences for O&P is designed to provide the student an extensive background in the fundamentals of human anatomy with an emphasis on musculoskeletal systems as related to physical rehabilitation. The course is presented in lecture, small group laboratory, and independent study format. Anatomic structures are reviewed in lecture. The student is then expected to locate, identify and explain the function and relationships of structures using cadavers, prosections, radiograph images, and static models. The course is structured to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of major organ and body systems.
Credit: 3 semester hours
Course Director: Adi Pinkas
Course Offered: Fall 1 Semester

Biomechanics I (OPBMA-62101)
The study of normal human movement, performance and function through the application of biomechanical and motor control principles with emphasis on joints, moments, and ground reaction forces. Strategies include: methods to study normal and pathological movements via gait analysis, the action and effects of external and internal forces on the musculoskeletal system, the body structure/function changes due to over-, under-, and non-use of body segments, and the influence of orthotic/prosthetic devices on skin integrity, muscular tissue, bone growth, posture, balance and mobility. Biomechanics I introduces the study and practice of evaluating and quantifying normal human movement as it relates to activities of daily living. Approaches to the study of biomechanics include gross movements of the human body, musculoskeletal, and neuromuscular considerations for human movement, dynamic force distribution, materials behavior, and lever arms. Skills pertaining to goniometric observations and concepts of linear and angular kinematic and kinetic calculations are introduced. Biomechanics I is part one of a two-part course spanning two semesters. Biomechanics I begins with an introduction to biomechanics as a discipline and explores application to human movements. Functional anatomy of the spinal column, upper limb, and lower limb are covered with considerations given to orthotic and prosthetic clinical application. Students are exposed to a variety of techniques for motion analysis including but not limited to: visual analysis, video analysis, and introduction to Zeno Walkway by Protokinetics.
Credit: 2 semester hours
Course Director: Katy Patterson
Course Offered: Fall 1 Semester

Clinical Practice Management (OPCPA-62101)
Clinical Practice Management (CPM) is designed to introduce students to concepts that are second- and third-order removed from direct provision of clinical prosthetic and orthotic services. Clinical documentation is covered in great detail, as are local coverage determinations (LCDs) and letters of medical necessity (LMN's), with examples for source materials for being drawn from concurrent core O&P course projects. While each core O&P course covers coding concepts relative to its practice area, CPM I explores the original derivation of L-Codes, which Federal governmental agencies perpetuate them and how, and how they are maintained, updated, and/or augmented over time. Finally, Clinical Outcome Measures are also introduced to complement provision of clinical services and to provide content for the other types of documentation provided.
Credit: 2 semester hours
Course Director: Lisa Abernethy
Course Offered: Fall 1 Semester

Communications and Perspectives in Healthcare (OPCPH-61101)
The course introduces students to basic concepts of non-medical drivers of health that pertain to the delivery of health care for a practitioner in a clinical setting. Lectures, discussions, small group activities, and community engagement are used to teach and reinforce course content. Term 1 of the course will focus on identifying examining basic concepts associated with non-medical drivers of health and understanding the clinical relevance. In addition, the impact of religious beliefs, alternative health care practices and family roles on the delivery of health care will be explored, as well as the role of the practitioner in providing competent care to all patients.
Credit: 1 semester hours
Course Director: Elizabeth Elliott
Course Offered: Fall 1 Semester

Health Behavioral Counseling I (HPHBC-61201)
This course introduces counseling and behavioral science theories, skills, and tools to enhance learners' communication skills and understanding of the process of health behavior change. Behavior change stages and processes are introduced using the Transtheoretical Model and social learning theories, with a focus on applying Motivational Interviewing skills. Learning activities include role play, observation of self-help support group sessions, simulated patient encounters, and critical reflection to help learners develop an intimate understanding of the process of change and increase empathy for patients attempting to change health behaviors.
Credit: 1 semester hours
Course Director: Beth Garland
Course Offered: Fall 1 Semester

Lower Limb Orthotic Management I (OPLOA-67101)
Lower Limb Orthotic Management I (LLO I) includes orthotic management of all aspects of the lower limb below the knee. This course integrates principles of supporting the foot with orthoses and foot wear (Pedorthics) as indicated. Devices explored in depth include the large number of variants of ankle-foot orthoses (AFO's) used regularly in modern lower-limb, orthotic practice. Bony and muscular anatomy, surface anatomy, kinesiology, weight-bearing strategies, and biometrics relative to the foot and ankle and gait are covered in depth. Conditions commonly treated with footwear and orthoses of the feet and/or ankles are explored, historical orthotic approaches are reviewed, and modern treatment philosophies are covered in depth. Students learn about, observe, and then perform essential aspects of foot and ankle orthotic care, including patient assessment and communication, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, device application and fitting principles, gait deviation detection and diagnosis, patient device training including shoe wear, device maintenance, and patient follow up.
Credit: 7 semester hours
Course Director: Katy Patterson
Course Offered: Fall 1 Semester

Lower Limb Prosthetic Management I (OPLPA-68101)
Lower Limb Prosthetic Management 1 (LLP I) covers a comprehensive range of prosthetic management of amputation levels of the lower limb through the tibia and points distal. Bony and muscular anatomy, surface anatomy, kinesiology, and biometrics relative to the lower limb are covered in depth. Conditions resulting in lower limb amputation are explored, historical prosthetic approaches to transtibial prosthetics practices are reviewed, and modern transtibial prosthetic devices, components, and philosophies are covered in depth. Students learn about, observe, and then perform essential aspects of transtibial, ankle-disarticulation, and partial-foot prosthetic care including patient assessment and communication, K-Level evaluation and designation, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, prosthetic alignment and transfer, device application and fitting principles, gait deviation detection, patient device training, gait considerations, device maintenance, volume management, and patient follow up.
Credit: 8 semester hours
Course Director: Amandi Rhett
Course Offered: Fall 1 Semester

Technical and Safety Skills I (OPTSA-63101)
Technical and Safety Skills I explores foundational lab and safety skills required to practice orthotics and prosthetics. The course will focus on instructing students in the materials specifically used in the construction of orthotic and prosthetic devices; the properties of metals, plastics, foams, leather, and other materials; direct applications of materials to devices and components in O&P. The course will also focus on introducing students to safety protocols in the O&P lab, appropriate use of tools and equipment, and casting and fabrication protocols. This course will align with the fabrication projects which take place in the O&P core courses and will cover basic techniques for taking impressions, modifying positive models, fabricating thermoplastic and laminated devices. Additionally, students will be introduced to CADCAM applications and principles.
Credit: 3 semester hours
Course Director: Jeremy Sherman
Course Offered: Fall 1 Semester

Pathophysiology for O&P (OPPAT-62101)
Pathophysiology for O&P introduces to students the clinical procedures, conditions, and sequelae an orthotist/prosthetist encounters and addresses routinely. This course explores the interrelated physiological links, clinical presentations, and biomechanical goals associated with these conditions illustrating the rationale for general orthotic/prosthetic intervention. Specific O&P treatment indications are explored in the corresponding core orthotic and/or prosthetic course.
Credit: 2 semester hours
Course Director: Christopher Hovorka
Course Offered: Fall 1 Semester

Pedorthic Management (OPPED-64101)
Pedorthic Management covers orthotic management of the foot and ankle. Devices covered are those distal to the malleoli. Examples of devices include therapeutic shoes, accommodative foot orthoses, functional foot orthoses, and subtalar control foot orthoses (UCBL FO's). The course provides an overview of custom shoe wear, as well as shoe modifications. Bony, muscular, and neurological anatomy is reviewed, along with pathological conditions of the foot and ankle. Foot and lower limb pathologies, kinesiology, gait analysis, and orthotic treatments are explored in depth. Students learn about, observe, and then perform essential aspects of pedorthic management, including patient evaluation and initial assessment, impression taking, device design, positive model modification, material selection, device fitting, device modification, and patient outcome assessment.
Credit: 4 semester hours
Course Director: Lisa Abernethy
Course Offered: Fall 1 Semester

Spinal & Cranial Orthotic Management (OPSCO-64101)
Spinal & Cranial Orthotic Management (SCOM) covers a comprehensive range of orthotic management of the head and all spinal levels. Examples of devices include orthoses for the cervical, thoracic, lumbar, and sacral levels, alone and in combinations, cranial molding helmets, and face masks. Bony and muscle anatomy, surface anatomy, kinesiology, and biometrics relative to the spine and head are covered in depth. Pathologies and conditions commonly treated with spinal orthoses are explored, historical orthotic approaches are reviewed, and modern treatment philosophies are covered in depth. Students learn about, observe, and then perform essential aspects of spinal and cranial orthotic care including patient assessment and communication, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, device application and fitting principles, patient device training, device maintenance, and patient follow up. Importance of proper patient adherence to prescribed protocols is highlighted.
Credit: 4 semester hours
Course Director: Amandi Rhett
Course Offered: Fall 1 Semester

Physical Examination I (OPPEA-62101)
Physical Examination (PE) explores the full scope of a physical bodily exam in the context of the evaluation for and provision of clinical O&P services. Physical Examination has emphasis on manually determining the range of motion (ROM) and muscle strength testing (MMT) of major joints and muscles in the body with respect to typical presentation and commonpathological conditions, inclusive of musculoskeletal, neurological, congenital, and developmental conditions. Studentswill develop an ability to perform a comprehensive physical examination in order to derive appropriate orthotic or prosthetic interventions.
Credit: 2 semester credit hours
Course Director: Ashley Mullen
Course Offered: Fall 1 Semester

Biomechanics II (OPBMB-62202)
Biomechanics II continues the study and practice of evaluating and quantifying human movement through simple and complex means begun in Biomechanics I. This course will revisit material from Biomechanics I in the context of lower limb amputation or limb difference. Students will evaluate spatiotemporal parameters of gait and use validated clinically-relevant outcome measures to assess ambulation and mobility. Students will utilize video gait analysis and a web-based platform to track and measure gait. Additionally, this course will cover spinal and upper limb biomechanics in concert with the associated core orthotic and prosthetic courses. Application of fundamental biomechanical principles to clinical practice is accomplished through presentation of clinical scenarios and corresponding biomechanical rationale for orthotic and/or prosthetic intervention.
Credit: 2 semester hours
Course Director: Katy Patterson
Course Offered: Spring 1 Semester

Technical and Safety Skills II (OPTSB-62201)
This course follows Technical and Safety Skills I in augmenting instruction surrounding the fabrication projects in O&P core courses. The course will revisit foundational techniques, as well as introduce advanced impression, modification, and fabrication processes. Similar to Technical and Safety Skills I, this course will align closely with fabrication projects housed within the core courses. Students will become adept at safe and independent practices necessary prior to clinical residency. The course will also prepare students to understand complex fabrication principles and generate detailed work orders for design implementation.
Credit: 2 semester hours
Course Director: Jeremy Sherman
Course Offered: Spring 1 Semester

Health Research Methods (OPHRM-62201)
This course introduces students to research methods used in clinical and community-based research, evidence-based practices used to evaluate potential treatment alternatives, and critical evaluation of current published healthcare literature. The course uses lectures, practice exercises and online activities to involve the learner in research proposal development and the interpretation of research performed by others. Assignments assist in learner application and reinforcement of information presented during lecture and the text and articulate knowledge gained in promoting constructive criticism and critical reflection.
Credit: 2 semester hours
Course Director: Christopher Hovorka
Course Offered: Spring 1 Semester

Lower Limb Orthotic Management II (OPLOB-66202)
Lower Limb Orthotic Management II (LLO II) covers the comprehensive range of orthotic management of all aspects of the lower limb involving the knee joint and points proximal. This course integrates principles of bracing the lower limb below the knee (LLO I and Pedorthics) as indicated. Bony and muscular anatomy, surface anatomy, kinesiology, weight-bearing strategies, and biometrics relative to the knee and hip and gait are covered in depth. Pathologies and conditions commonly treated with orthoses of the hip and knee are explored, historical orthotic approaches are reviewed, and modern treatment philosophies are covered in depth. Students learn about, observe, and then perform essential aspects of lower limb orthotic care including patient assessment and communication, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, device application and fitting principles, gait deviation detection and diagnosis, patient device training including shoe wear, device maintenance, and patient follow up.
Credit: 6 semester hours
Course Director: Ashley Mullen
Course Offered: Spring 1 Semester

Lower Limb Prosthetic Management II (OPLPB-67202)
The Lower Limb Prosthetic Management II course covers the full scope of practice for the prosthetic management of individuals with unilateral and bilateral amputations at or proximal to the knee joint. Additionally, the course addresses the management of patients presenting with hip disarticulations and hemipelvectomy amputations. The course covers standard and progressive surgical techniques, pre- and post-operative prosthetic management and patient-centered multidisciplinary rehabilitation strategies and considerations for lower limb amputees at or proximal to the knee joint. The course requires accountable patient care including detailed documentation, patient education, outcomes measurement, and goal setting. Students will become familiar with and competent in prosthetic recommendations, in depth justifications of medical necessity, cross disciplinary treatment plans, and follow up care strategies. The course delves deeply into foundational and progressive interface design principles and mechanics for individuals with amputations ator proximal to the knee joint. The foundations of alignment progressions (bench, static, and dynamic), gait deviation analysis and biomechanics are addressed and performed. Thorough coverage and practice of the management of gait deviations through alignment and modifications of interface mechanics are performed throughout the course.
Credit: 7 semester hours
Course Director: Jeremy Sherman
Course Offered: Spring 1 Semester

Physical Examination II (OPPEB-62202)
Physical Examination II continues instruction of detailed Range of Motion and Manual Muscle Testing (ROM/MMT) of the complete lower. Students will refine their clinical examination flow and practice assessments to improve accuracy of findings. Students will also learn to administer objective (time and performance-based) outcome measures to employ and interpret across a variety of orthotic and prosthetic patient populations. The course will culminate in full body musculoskeletal assessment in relation to orthotic and prosthetic clinical decision-making. Students will finish the course with a comprehensive guide to physical exam for orthotists prosthetists.
Credit: 2 semester hours
Course Director: Ashley Mullen
Course Offered: Spring 1 Semester

Clinical Practice Management II (OPCPB-63202)
The first part of this course is designed to continue the content presented in Clinical Practice Management I during the orthotic and prosthetic courses offered in the spring semester of the first year of the program. As such, this course will cover considerations related to billing and coding, ethics, compliance, and third-party payor standards in relation to the following courses: Lower Limb Prosthetic Management II, Lower Limb Orthotic Management II, Upper Limb Orthotic Management, and Upper Limb Prosthetic Management. The second part of this course is designed to aid students in the transition from classroom to clinic, otherwise known as practice. The course aims to present broad topics related to success in clinical patient care, such as, interpersonal skills, self-assessment skills, navigation of electronic medical records, conflict management, time management, and mastery of fundamental orthotic and prosthetic concepts

through completion of the written and oral Clinical Readiness Exams. The course will serve as the mechanism through which students will complete the clinical readiness exam and orientation to the clinical residency. Successful completion of this course is required prior to beginning the NCOPE Clinical Residency.
Course Directors: Lisa Abernethy
Course Offered: Spring 1 Semester

Upper Limb Orthotic Management (OPULO-64201)
Upper Limb Orthotic Management covers a comprehensive range of orthotic management of all aspects of the upper limb. Examples of devices include orthoses for the shoulder, elbow, forearm, wrist, hand, thumb, and fingers. Bony and muscular anatomy, surface anatomy, kinesiology, and biometrics relative to the upper limb are reviewed, and conditions commonly treated with upper limb orthoses are explored alongside their corresponding historical and contemporary approaches to orthotic intervention. Students learn about, observe, and then perform essential aspects of upper limb orthotic care including: patient assessment and communication, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, device application and fitting principles, patient device training, device maintenance, and patient follow up.
Credit: 4 semester hours
Course Director: Katy Patterson

Upper Limb Prosthetic Management (OPULP-67201)
The Upper Limb Prosthetic Management (ULP) course comprehensively covers the full scope of practice for the prosthetic management of individuals with unilateral and bilateral amputations at any level of the upper limb. The course covers standard and progressive surgical techniques, pre- and post-operative prosthetic management and patient-centered multidisciplinary rehabilitation strategies and considerations for upper limb amputees. The course requires accountable patient care including detailed documentation, patient education, outcomes measurement, and goal setting. Students will become familiar with and competent in prosthetic recommendations, in-depth justifications of medical necessity, cross-disciplinary treatment plans, and follow up care strategies. The course delves into foundational and progressive interface design principles and mechanics, foundations of cable-actuated, myoelectric, and hybrid controlstrategies and functional harnessing. The course provides multiple opportunities for interaction with the interdisciplinary team in patient care scenarios.
Credit: 7 semester hours
Course Director: Jeremy Sherman
Course Offered: Spring 1 Semester

Dual Residency Curriculum

Clinical Rotation I (OPCRA-78101)
Clinical Rotation I is the first, four-month clinical rotation in the completion of the dual, 18-month O&P residency. Residents work with clinical preceptors and the clinical coordinator to ensure development of skills, appropriate direct and indirect supervision, completion of all of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents are required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents are assessed according to NCOPE evaluation forms submitted by the clinical preceptors as well as by BCM faculty. This rotation emphasizes the development of technical competency.
Credit: 8 semester hours
Course Director: Lisa Abernethy

Clinical Seminar I (OPCSA-72101)
Clinical Seminar I is a distance education course which begins with revisiting the characterization and classification of materials in general. It then explores the materials specifically used in the construction of both common and advanced orthotic and prosthetic devices, both custom-fabricated and pre-fabricated, and strategies of selecting from among choices for individual clinical applications. Classifications and properties of metals, plastics, foams, leather, and other materials are reviewed and linked to direct applications in devices and components in O&P. Choices for material properties are compared and contrasted. Numerous clinical and technical applications are exemplified throughout the course.
Credit: 2 semester hours
Course Director: Jeremy Sherman

O&P Research I (OPORA-62101)
O&P Research I (OPR I) continues the efforts from Health Research Methods for O&P on developing and executing the research project. Students are expected to work with their research advisor(s) to independently organize research planning, data collection, data analysis, and manuscript preparations. Progress checks and group discussions about research topics and projects are held periodically through virtual means. Critiques by fellow students and instructors / mentors are performed, resulting in direct feedback for each project. Students submit the required deliverables of the project and discuss project progress with advisors and current and adjacent class cohorts at specified times.
Credit: 2 semester hours
Course Director: Christopher Hovorka

Clinical Rotation II (OPCRB-78102)
Clinical Rotation II is the second, four-month clinical rotation in the completion of the dual, 18-month O&P residency. Residents work with clinical preceptors and the clinical coordinator to ensure development of skills, appropriate direct and indirect supervision, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents are required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents are assessed according to NCOPE evaluation forms submitted by the clinical preceptors as well as by BCM faculty.
Credit: 8 semester hours
Course Director: Lisa Abernethy

Clinical Seminar II (OPCSB-72102)
Clinical Seminar II is a distance education course which revisits the Health Behavioral Counseling course and includes a Clinical Application of Health Behavioral Counseling techniques. The course will cover practical strategies to address patient goals, patient adherence, collaborative teamwork, and communication strategies. The course will involve case studies and discussions centered around the application of motivational interviewing and other counseling strategies pertinent to orthotic and prosthetic treatment interventions.
Credit: 2 semester hours
Course Directors: Beth Garland and Lisa Abernethy

O&P Research II (OPORB-62202)
O&P Research II continues efforts from OPR I on the individual research projects. Students are expected to work with their research advisor(s) to independently organize research planning, data collection, data analysis, and manuscript preparations. Progress checks and group discussions about research topics and projects are held periodically through virtual means. Critiques by fellow students and instructors / mentors are performed, resulting in direct feedback for each project. Students submit the required deliverables of the project and discuss project progress with advisors and current and adjacent class cohorts at specified times.
Credit: 2 semester hours
Course Director: Christopher Hovorka

Clinical Rotation III (OPCRC-78203)
Clinical Rotation III is the third, 4-month clinical rotation in the completion of the dual, 18-month O&P residency. Residents work with clinical preceptors and the clinical coordinator to ensure development of skills, appropriate direct and indirect supervision, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents are required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents are assessed according to NCOPE evaluation forms submitted by the clinical preceptors as well as by BCM faculty.
Credit: 8 semester hours
Course Director: Lisa Abernethy

Clinical Seminar III (OPCSC-72203)
Clinical Seminar III is a distance education course designed focusing on the development of ethical principles and standards in the practice of orthotics and prosthetics. It has emphasis in case-based scenarios and discussion groups to effectively teach and model ethical principles. This course features lectures and discussion and works through a variety of ethical situations through the lens of practice management and patient care. Regulations relating to scope of practice and insurance and billing requirements are discussed.
Credit: 2 semester hours
Course Director: Christopher Hovorka and Claire Horner

O&P Research III (OPORC-62103)
O&P Research III contains the last milestones of the research project, including creation, polishing, and presenting posters and written manuscripts. This class meets periodically when students present their work to each other and faculty for critique. Upon approval by their Research Advisor, students prepare posters of their projects to display at the annual Health Professions Research Day attended by numerous members of multiple health care professions from around the region. Final master's papers are also due in this course.
Credit: 2 semester hours
Course Director: Christopher Hovorka

Clinical Rotation IV (OPCRD-76104)
Clinical Rotation IV is the fourth clinical rotation in the completion of the dual, 18-month O&P residency, and is three months in length. Residents work with clinical preceptors and the clinical coordinator to ensure development of skills, direct and indirect supervision as deemed appropriate, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents are required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents are assessed according to NCOPE evaluation forms submitted by the clinical preceptors as well as by BCM faculty.
Credit: 6 semester hours
Course Director: Lisa Abernethy

Clinical Seminar IV (OPCSD-71104)
Clinical Seminar IV is a distance education course in which students will apply modern administrative and documentation principles related to the provision of comprehensive prosthetic and orthotic care. It introduces students to professional issues related to contemporary clinical practice and exposes them to proper terminology for use in healthcare. Students demonstrate proper techniques and develop competence in coding, justification, and development of the clinical chart. Practice and business management topics and resources are addressed in this course.
Credit: 1 semester hour
Course Director: Jared Howell

Clinical Rotation V (OPCRE-76105)
Clinical Rotation V is the final clinical rotation in the completion of the dual 18-month OP residency and is three months in length. Residents work with clinical preceptors and the clinical coordinator to ensure development of skills, direct and indirect supervision as deemed appropriate, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents are required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents are assessed according to NCOPE evaluation forms submitted by the clinical preceptors as well as by BCM faculty.
Credit: 6 semester hours
Course Director: Lisa Abernethy

Clinical Seminar V (OPCSE-71105)
Clinical Seminar V is a 1-credit hour, distance-learning course designed to run concurrently with Clinical Rotation V. This seminar focuses on comprehensive orthotics and prosthetics assessment in preparation for the board exams. Students will participate in a series of reviews related to core orthotic and prosthetic courses. The final product in this course will be a review packet which will guide the students in preparation for their American Board for Certification Exams.
Credit: 1 semester hour
Course Director: Ashley Mullen

SCHOOL OF HEALTH PROFESSIONS

Course Descriptions
Academic Year 2026-2027

Clinical Psychology PhD Program Course Descriptions

Psychological Assessment I
This course is designed for clinical psychology students during their first year of training. Students will be oriented to the foundational theories, methods, and scientific principles underlying psychological assessment. The course emphasizes behavioral, therapeutic, and intellectual assessment. Students develop an understanding of the psychometric properties of assessment instruments and learn to critically evaluate the appropriateness and limitations of commonly used assessment tools. Learning activities include in-class discussion of assigned readings, student-led lectures, structured observations, and supervised administration and scoring of assessment instruments. Students will be introduced to clinical interviewing and report writing.
Credits: 3, Fall
Course Director: Jonathan Sober

Psychological Assessment II
This course is designed for clinical psychology students during their first year of training and follows Psychological Assessment I. This course covers the use of objective, or standardized, self-report and structured behavioral, psychological, and personality assessments, primarily in the setting of clinical and diagnostic evaluation. Learning activities include in-class discussion of assigned readings, student-led lectures, observations, and supervised test administration and scoring. Students will learn to prepare reports that integrate objective testing data with other information collected during a psychological assessment.
Credits: 3, Spring Term 1
Course Director: TBD

Experimental Design and Statistics I
This course is designed for clinical psychology students in their first year of training. The course uses didactic lectures, discussion, guided practice, and problem sets to introduce students to methods for sampling, data collection, and hypothesis testing in clinical psychological science. Content will include fundamentals of probability, data visualization, descriptive statistics, and principles of statistical inference, with applications to descriptive and observational research designs. Students will apply standards to promote transparency and reproducibility in reporting empirical methods and findings.
Credits: 3, Fall
Course Director: TBD

Experimental Design and Statistics II
This course is designed for clinical psychology students during their first year of training and follows Experimental Design and Statistics I. The course introduces students to linear modeling as a flexible approach to data analysis for a variety of observational and experimental study designs. Other topics include nonparametric tests, logistic regression, and power analysis. While working with simulated or real data sets, students will learn to apply data management principles and basic statistical programming.
Credits: 3, Spring Term 1
Course Director: TBD

History, Systems, and Ethics in Professional Psychology
This course explores the evolution of psychology as a scientific and applied discipline. This is a discussion-oriented and writing-intensive course through which students will examine key developments in the field through the lenses of philosophy, history, and sociopolitical context. Throughout the course, students will critically examine the foundations of scientific knowledge claims in psychology.
Credits: 3, Fall
Course Director: Andrea Bradford

Psychopathology Across the Lifespan
This course is designed for clinical psychology students during their first year of training. The course introduces students to the definitions, classification, and clinical presentations of mental disorders. Emphasis is placed on the developmental bases of these disorders, including etiology and trajectories across the lifespan. Through didactic lectures, class discussions, and case conceptualizations, students acquire knowledge of diagnostic criteria, apply diagnostic skills, and critically examine scientific, cultural, and professional considerations in psychopathology.
Credits: 3, Fall
Course Director: Erika Trent

Health Behavior Counseling [cross listed as HPHBC 61201]
This course introduces counseling and behavioral science theories, skills, and tools to enhance learners' communication skills and understanding of the process of health behavior change. Behavior change stages and processes are introduced using the Transtheoretical Model and social learning theories, with a focus on applying Motivational Interviewing skills. Learning activities include role play, observation of self-help support group sessions, simulated patient encounters, and critical reflection to help learners develop an intimate understanding of the process of change and increase empathy for patients attempting to change health behaviors.
Credits: 1, Fall
Course Director: Beth Garland

Introduction to Psychotherapy
This course introduces students to empirically supported psychological interventions, with a primary focus on interventions for adults. Learning activities include in-class discussions of assigned readings, case formulations, and role play. Students acquire knowledge on empirically supported treatments (ESTs), critically evaluate empirical evidence, describe cultural considerations in psychotherapy, develop foundational skills in clinical interview and intervention techniques, and apply therapy techniques from specific ESTs. Emphasis is placed on cognitive and behavioral therapies, while introducing students to other empirically supported approaches.
Credits: 3, Spring Term 1
Course Director: Erika Trent

Biological Bases of Behavior
This introductory course provides graduate students with a foundational understanding of the biological bases of behavior. The course surveys core concepts in neuroscience relevant to functioning, including basic neuroanatomy, brain development, and the foundational neural systems underlying perception, emotion, and cognition. Students will develop fluency with key terminology and conceptual models of these relationships. Learning activities include lectures, guided discussion of assigned readings, applied examples, and integrative exercises.
Credits: 3, Spring Term 1
Course Director: Jonathan Sober

Area Seminar/Journal Club
This course covers a review of current literature relating to advances in clinical psychology and is required for first and second year students beginning the Spring semester of Year 1. Students may take this course up to 3 times for credit to count toward area requirements. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings in the literature.
Credit: 1, Fall and Spring
Course Directors: TBD

Professionalism and Ethics in Practice
This course is required before entering the second-year internal practicum in the training clinic. Through this course, students will be able to integrate ethical principles, scientific evidence, and regulations governing the practice of psychology to address several areas of clinical practice including: 1) informed consent, 2) establishing limits and scope of practice, 3) communicating effectively with referring clinicians and others involved in the patient's care, 4) maintaining patient records, 5) mandated reporting, and 6) suicide risk assessment and intervention. Students will also learn fundamentals of practice management and quality improvement. The course will consist of a combination of lecture, student discussion, role plays, and mock practice activities.
Credits: 2, Spring Term 2
Course Director: TBD

Scientific Writing and Peer Review
This course will serve as preparation for the master's thesis (Thesis I) and publications. The focus of the course is written communication of scientific work through peer reviewed journals. Students in the course will be oriented to scientific writing and style, best practices for creating visual elements (e.g., tables and figures), and publication ethics. Students will also gain firsthand experience and feedback as peer reviewers.
Credits: 2, Spring Term 2
Course Director: Andrea Bradford

Multicultural Issues in Psychological Assessment and Intervention
This course introduces students to knowledge and skills to enhance cultural competence. The course will cover major theories and perspectives on culture, identity, and social dynamics relevant to psychological science and practice. Through reflective exercises, directed readings, and in-class discussion, students will learn to incorporate knowledge and reflective practices to be inclusive and responsive to the needs of diverse populations.
Credits: 3, Fall
Course Director: TBD

Clinical Health Psychology
This course meets partial requirements for the clinical health psychology area of emphasis. Students will develop knowledge of key theories in health psychology and critically evaluate their applications to improving the health of individuals and populations. Topics covered include but are not limited to health behavior promotion, stress and coping in acute and chronic health conditions, and adherence to treatment.
Credits: 3, Fall
Course Director: TBD

Integrated Care and Interdisciplinary Practice
This course meets partial requirements for the clinical health psychology area of emphasis and prepares students to provide assessment, intervention, and consultation in primary and specialty medical care settings. Through a combination of didactics, role-plays, directed readings, and live observation/shadowing, students will acquire knowledge and skills to collaborate effectively with professionals in other disciplines, ethically navigate issues of role scope and overlap, and adapt psychological services for specific populations and medical care settings.
Credits: 3, Spring
Course Director: TBD

Advanced Topics in Behavioral and Cognitive Therapies
Students engage in an in-depth examination of theoretical developments in current research on behavioral and cognitive therapies. Students will learn the basis for evaluating components of therapy, mechanisms of change, and delivery modalities. Course content will cover seminal articles on efficacy and effectiveness of behavioral and cognitive therapies, as well as contemporary findings and their clinical implications.
Credits: 3, Fall
Course Director: TBD

Advanced Seminar in Clinical Psychological Science
This course meets partial requirements for the clinical psychology area of emphasis. The course provides and overview of contemporary topics in clinical psychological science. Topical emphasis areas may include specific disorders, treatment approaches, and/or research methods. Students complete assigned readings, conduct in-depth class discussion, and prepare relevant written work. In doing so, students learn to critically evaluate clinical psychological science and apply current knowledge and methods to their own research and practice.
Credits: 3, Fall
Course Director: TBD

Functional Neuroanatomy
This course provides an advanced examination of the structural and functional organization of the human nervous system, with an emphasis on brain–behavior relationships relevant to clinical psychology and neuroscience. Students will integrate foundational neuroanatomy with advanced and contemporary models of neural functioning and neuroimaging. Learning activities include lectures, guided discussions of primary and applied readings, and interactive neuroanatomy exercises.
Credits: 3, Fall
Course Director: TBD

Foundations in Clinical Neuropsychology
This course offers advanced instruction in the theoretical foundations, methods, and clinical applications of neuropsychological assessment across the lifespan. Emphasis is placed on brain–behavior relationships, neurological conditions, and the use of neuropsychological assessment in clinical contexts. Students are introduced to major cognitive systems and associated neuropsychological assessments as well as neurocognitive disorders, with attention to underlying etiological mechanisms. Learning activities include in-class discussions of assigned readings, case-based analyses, and the development of sample comprehensive neuropsychological reports for clinical referral and treatment planning.
Credits: 3, Fall
Course Director: TBD

Practical Applications in Neuropsychological Assessment
This course provides training in administration, scoring, and interpretation of commonly used neuropsychological assessments. Students are introduced to neuropsychological test batteries and relevant individual tests. Learning activities include in-class discussion of measures, supervised observation and administration of neuropsychological measures, and integration of real word case-based examples.
Credits: 2, Spring Term 2
Course Director: TBD

Cognitive and Affective Bases of Behavior
This course introduces core theoretical frameworks and empirical findings in cognitive psychology and affective science. Students examine classic and contemporary theories that specify information processing architectures and representational systems underlying cognition and affect. The course will cover theoretical accounts of how these systems interact, with applications to language, reasoning, memory, decision-making, motivation, and emotion regulation. Learning activities include lectures, structured analysis of seminal and current theoretical readings, conceptual exercises, and discussion of experimental paradigms used to test cognitive and affective theories.
Credits: 3, Spring Term 1
Course Director: TBD

Social Psychology
This course provides an overview of major theories and seminal research findings in social psychology. Students will be introduced to the study of how social and organizational factors influence thoughts, feelings, and behaviors of individuals. Through class discussions, assigned readings, and written work, students will critically examine and apply theory to anticipate behaviors that arise within various social contexts.
Credits: 2, Spring Term 2
Course Director: TBD

SCHOOL OF HEALTH PROFESSIONS

Course Descriptions
Academic Year 2026-2027

Health Professions Pathway in Community Health Course Descriptions

Community Health for Health Professions (HPECH81101-DONLN)
This course is designed to build upon foundational content provided by each program's curriculum. The course consists of four modules: 1) non-medical drivers of health, 2) community engagement and outreach strategies, 3) scholarship and mentorship, 4) community health and outcomes. The course will utilize synchronous and asynchronous strategies—all modules will be delivered via Articulate RISE and self-paced/asynchronous. All journal clubs will take place via Zoom. At the end of this course, students will be prepared to define, describe, analyze, and propose strategies to address community health and factors which may contribute to health disparities, including socioeconomic status, race/ethnicity, gender, sexual orientation, and other demographic factors.
Co-Course Directors: Ashley Mullen, Amandi Rhett, and Isabel Valdez

PA Program Lifestyle Medicine Pathway Course Descriptions

Lifestyle Medicine Foundations (PALMF 81101)
This course builds upon the principles introduced in the Clinical Prevention course, offering PA students a deeper understanding of evidence-based lifestyle medicine (LM) approaches to preventing, treating, and reversing chronic disease. Students will continue exploration of the key LM pillars, including nutrition, physical activity, sleep, stress management, social connection, and avoidance of risky substances. Emphasis will be placed on developing practical skills through case-based learning and individualized learning. This course provides students with the opportunity to begin applying LM principles in clinical scenarios, laying the groundwork for future practice and certification in lifestyle medicine.
Credit: 0.5 semester hours
Course Director: Sarah Keyes
Course Offered: Fall 1, Spring 1

Lifestyle Medicine Practice (PALMP 81102)
This course builds on the foundational knowledge gained in *Lifestyle Medicine Foundations*, guiding PA students in the practical application of lifestyle medicine in clinical settings. Through structured LM Rounds, students engage in observation, case discussion, and interdisciplinary collaboration to reinforce clinical integration of lifestyle-based care. Asynchronous modules allow for deeper exploration of each pillar of lifestyle medicine—nutrition, physical activity, restorative sleep, stress management, social connection, and substance use reduction—while emphasizing clinical relevance and behavior change strategies. The course is designed to strengthen students' readiness to incorporate LM into patient care and progress toward eligibility for lifestyle medicine certification.
Credit: 0.5 semester hours
Course Director: Sarah Keyes
Course Offered: Fall 2, Spring 2, Fall 3

DEGREE PLAN
DNP Program: BSN-DNP Cohort Matriculating 2027 and Graduating 2029

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Spring 2027	NAAHA	63401	Advanced Health Assessment	1	1/4/2027-2/24/2027	3	A. Langley, DNP, CRNA, CHSE	DLELA	nonDL
		NAPAS	83102	Professional Philosophy and Scholarship	1	1/4/2027-2/24/2027	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAEMH	83106	Ethical and Multicultural Healthcare	3	1/4/2027-2/24/2027	3	N. Jones, PhD, CRNA	DONLN	DL
		NLMHS	83105	Leading and Managing Healthcare Systems	1	1/4/2027-2/24/2027	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NPTHC	83101	Theories and Concepts in Healthcare	2	2/25/2027-4/21/2027	3	R. Davis, DNP, CRNA, CHSE, FAANA	DONLN	DL
		NHIDS	83109	Decision Science and Informatics in Healthcare	2	2/25/2027-4/21/2027	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAIHP	83104	Influencing Healthcare Policy	2	2/25/2027-4/21/2027	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NBIOS	83110	Biostatistics	3	4/22/2027-6/20/2027	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NAQOM	83108	Quality Outcomes Management	3	4/22/2027-6/20/2027	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NEMER	82111	Emerging Sciences in Healthcare	3	4/22/2027-6/20/2027	2	M. Bullerwell, DNP, CRNA, CHSE	DONLN	DL
		NAAHE	83107	Approaches to Healthcare Education	1	4/22/2027-6/20/2027	3	R. Davis, DNP, CRNA, CHSE, FAANA	DONLN	DL
				Total Credit Hours for Semester:			32			
1	Fall 2027	HPANA	66101	Anatomical Sciences I	1-3	TBD	6	A. Pinkas, PhD	DLELA	nonDL
		HPBIO	63121	Clinical Biochemistry	1-2	TBD	3	K. Hulten, PhD	DLECT	nonDL
		NANPA	61803	Principles of Electrocardiology	1-2	TBD	1	J. Walker, DNP, CRNA, FAAN	DLECT	nonDL
		NAPAP	61602	Physics for Anesthesia Practice	1	TBD	1	N. Jones, PhD, CRNA	DLECT	nonDL
		NPATH	62105	Advanced Pathophysiology I	2-3	TBD	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		NANPA	63801	Principles of Anesthesia	2-3	TBD	3	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
		NANAP	63901	Pharmacology in Advanced Practice I	2-3	TBD	3	R. Davis, DNP, CRNA, CHSE, FAANA	DLECT	nonDL
		HPPHY	64221	Human Physiology I	2-3	TBD	4	I. Niazi, PhD	DLECT	nonDL
		HPIMM	62131	Immunology for Health Professions	2	TBD	2	V. Konduri, PhD	DLECT	nonDL
				Total Credit Hours for Semester:			25			
2	Spring 2028	NPATH	62106	Advanced Pathophysiology II	1-2	TBD	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		HPANA	63102	Anatomical Sciences II	1	TBD	3	A. Pinkas, PhD	DLELA	nonDL
		NANPA	65802	Advanced Principles of Anesthesia	1-3	TBD	5	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
		NANAP	64902	Pharmacology in Advanced Practice II	1-3	TBD	4	R. Davis, DNP, CRNA, CHSE, FAANA	DLECT	nonDL
		HPPHY	61222	Human Physiology II	1	TBD	1	I. Niazi, PhD	DLECT	nonDL
		NABMI	62603	Biomedical Instrumentation	2	TBD	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		NATRR	83112	Translational Research	2	TBD	3	N. Jones, PhD, CRNA	DONLN	DL
		NACLO	61608	Clinical Skills Inquiry	2-3	TBD	1	M. Bullerwell, DNP, CRNA, CHSE	DHPGR	nonDL
		NARAD	61151	Radiology for Nurse Anesthesia Practice	2	TBD	1	M. Hortenstine, DNP, CRNA	DLECT	nonDL
				Total Credit Hours for Semester:			22			
2	Fall 2028	NACLP	72101	Anesthesia Clincal Practicum 1		7/1/2028-7/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72102	Anesthesia Clincal Practicum 2		8/1/2028-8/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72103	Anesthesia Clincal Practicum 3		9/1/2028-9/30/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72104	Anesthesia Clincal Practicum 4		10/1/2028-10/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72105	Anesthesia Clincal Practicum 5		11/1/2028-11/30/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72106	Anesthesia Clincal Practicum 6		12/1/2028-12/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NASEM	71801	Seminars in Anesthesia		7/1/2028-12/31/2028	1	A. Langley, DNP, CRNA, CHSE	DONLN	DL
				Total Credit Hours for Semester:			13			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
3	Spring 2029	NACLP	72107	Anesthesia Clincal Practicum 7		1/1/2029-1/31/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72108	Anesthesia Clincal Practicum 8		2/1/2029-2/28/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72109	Anesthesia Clincal Practicum 9		3/1/2029-3/31/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72110	Anesthesia Clincal Practicum 10		4/1/2029-4/30/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72111	Anesthesia Clincal Practicum 11		5/1/2029-5/31/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72112	Anesthesia Clincal Practicum 12		6/1/2029-6/30/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NAEBP	72804	Evidence Based Anesthesia Practice		1/1/2029-6/30/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NAPIA	83901	DNP Project I		1/1/2029-6/30/2029	3	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NACCA	71802	Critical Concepts in Anesthesia I		1/1/2029-6/30/2029	1	A. Langley, DNP, CRNA, CHSE	DEXAM	DL
					Total Credit Hours for Semester:		18			
3	Fall 2029	NACLP	72113	Anesthesia Clinical Practicum 13		7/1/2029-7/31/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72114	Anesthesia Clinical Practicum 14		8/1/2029-8/31/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72115	Anesthesia Clinical Practicum 15		9/1/2029-9/30/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72116	Anesthesia Clinical Practicum 16		10/1/2029-10/31/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72117	Anesthesia Clinical Practicum 17		11/1/2029-11/30/2029	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NAPIA	84902	DNP Project II		7/1/2029-12/31/2029	4	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NACCA	71805	Critical Concepts in Anesthesia II		7/1/2029-12/31/2029	1	A. Langley, DNP, CRNA, CHSE	DEXAM	DL
		NACEA	70810	Comprehensive Examination in Anesthesia		7/1/2029-12/31/2029	0	R. Davis, DNP, CRNA, CHSE, FAANA	DEXAM	nonDL
					Total Credit Hours for Semester:		15			
					TOTAL CREDIT HOURS FOR DEGREE		125			

DEGREE PLAN
DNP Program: BSN-DNP Cohort Matriculating 2026 and Graduating 2028

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Spring 2026	NAAHA	63401	Advanced Health Assessment	1	1/5/2026-2/25/2026	3	A. Langley, DNP, CRNA, CHSE	DLELA	nonDL
		NAPAS	83102	Professional Philosophy and Scholarship	1	1/5/2026-2/25/2026	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAEMH	83106	Ethical and Multicultural Healthcare	3	4/23/2026-6/10/2026	3	N. Jones, PhD, CRNA	DONLN	DL
		NLMHS	83105	Leading and Managing Healthcare Systems	1	1/5/2026-2/25/2026	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NPTHC	83101	Theories and Concepts in Healthcare	2	2/26/2026-4/15/2026	3	R. Davis, DNP, CRNA, CHSE, FAANA	DONLN	DL
		NHIDS	83109	Decision Science and Informatics in Healthcare	2	2/26/2026-4/15/2026	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAIHP	83104	Influencing Healthcare Policy	2	2/26/2026-4/15/2026	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NBIOS	83110	Biostatistics	3	4/23/2026-6/10/2026	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NAQOM	83108	Quality Outcomes Management	3	4/23/2026-6/10/2026	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAAHE	83107	Approaches to Healthcare Education	1	1/5/2026-2/25/2026	3	R. Davis, DNP, CRNA, CHSE, FAANA	DONLN	DL
				Total Credit Hours for Semester:			30			
1	Fall 2026	NEMER	82111	Emerging Sciences in Healthcare	1	6/15/2026-7/17/2026	2	M. Bullerwell, DNP, CRNA, CHSE	DONLN	DL
		HPANA	66101	Anatomical Sciences I	1-3	6/15/2026-12/4/2026	6	A. Pinkas, PhD	DLELA	nonDL
		HPBIO	63121	Clinical Biochemistry	1-2	6/15/2026-9/25/2026	3	K. Hulten, PhD	DLECT	nonDL
		NANPA	61803	Principles of Electrocardiology	1-2	6/15/2026-9/25/2026	1	J. Walker, DNP, CRNA, FAAN	DLECT	nonDL
		NAPAP	61602	Physics for Anesthesia Practice	1	6/15/2026-7/17/2026	1	N. Jones, PhD, CRNA	DLECT	nonDL
		NPATH	62105	Advanced Pathophysiology I	2-3	7/27/2026-12/4/2026	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		NANPA	63801	Principles of Anesthesia	2-3	7/27/2026-12/4/2026	3	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
		NANAP	63901	Pharmacology in Advanced Practice I	2-3	7/27/2026-12/4/2026	3	R. Davis, DNP, CRNA, CHSE, FAANA	DLECT	nonDL
		HPPHY	64221	Human Physiology I	2-3	7/27/2026-12/4/2026	4	I. Niazi, PhD	DLECT	nonDL
		HPIMM	62131	Immunology for Health Professions	2	7/27/2026-12/4/2026	2	V. Konduri, PhD	DLECT	nonDL
				Total Credit Hours for Semester:			27			
2	Spring 2027	NPATH	62106	Advanced Pathophysiology II	1-2	1/4/2027-5/14/2027	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		HPANA	63102	Anatomical Sciences II	1	1/4/2027-3/5/2027	3	A. Pinkas, PhD	DLELA	nonDL
		NANPA	65802	Advanced Principles of Anesthesia	1-3	1/4/2027-6/25/2027	5	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
		NANAP	64902	Pharmacology in Advanced Practice II	1-3	1/4/2027-6/25/2027	4	R. Davis, DNP, CRNA, CHSE, FAANA	DLECT	nonDL
		HPPHY	61222	Human Physiology II	1	1/4/2027-3/5/2027	1	I. Niazi, PhD	DLECT	nonDL
		NABMI	62603	Biomedical Instrumentation	2	3/8/2027-5/14/2027	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		NATRR	83112	Translational Research	2	3/8/2027-5/14/2027	3	N. Jones, PhD, CRNA	DONLN	DL
		NACLO	61608	Clinical Skills Inquiry	2-3	3/8/2027-6/25/2027	1	M. Bullerwell, DNP, CRNA, CHSE	DHPGR	nonDL
		NARAD	61151	Radiology for Nurse Anesthesia Practice	2	3/8/2027-5/14/2027	1	M. Hortenstine, DNP, CRNA	DLECT	nonDL
				Total Credit Hours for Semester:			22			
2	Fall 2027	NACLP	72101	Anesthesia Clincal Practicum 1		7/1/2027-7/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72102	Anesthesia Clincal Practicum 2		8/1/2027-8/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72103	Anesthesia Clincal Practicum 3		9/1/2027-9/30/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72104	Anesthesia Clincal Practicum 4		10/1/2027-10/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72105	Anesthesia Clincal Practicum 5		11/1/2027-11/30/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72106	Anesthesia Clincal Practicum 6		12/1/2027-12/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NASEM	71801	Seminars in Anesthesia		7/1/2027-12/31/2027	1	A. Langley, DNP, CRNA, CHSE	DONLN	DL
				Total Credit Hours for Semester:			13			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
3	Spring 2028	NACLP	72107	Anesthesia Clincal Practicum 7		1/1/2028-1/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72108	Anesthesia Clincal Practicum 8		2/1/2028-2/28/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72109	Anesthesia Clincal Practicum 9		3/1/2028-3/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72110	Anesthesia Clincal Practicum 10		4/1/2028-4/30/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72111	Anesthesia Clincal Practicum 11		5/1/2028-5/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72112	Anesthesia Clincal Practicum 12		6/1/2028-6/30/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NAEBP	72804	Evidence Based Anesthesia Practice		1/1/2028-6/30/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NAPIA	83901	DNP Project I		1/1/2028-6/30/2028	3	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NACCA	71802	Critical Concepts in Anesthesia I		1/1/2028-6/30/2028	1	A. Langley, DNP, CRNA, CHSE	DEXAM	DL
				Total Credit Hours for Semester:			18			
3	Fall 2028	NACLP	72113	Anesthesia Clinical Practicum 13		7/1/2028-7/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72114	Anesthesia Clinical Practicum 14		8/1/2028-8/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72115	Anesthesia Clinical Practicum 15		9/1/2028-9/30/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72116	Anesthesia Clinical Practicum 16		10/1/2028-10/31/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72117	Anesthesia Clinical Practicum 17		11/1/2028-11/30/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72118	Anesthesia Clinical Practicum 18		12/1/2028-12/30/2028	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NAPIA	84902	DNP Project II		7/1/2028-12/31/2028	4	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NACCA	71805	Critical Concepts in Anesthesia II		7/1/2028-12/31/2028	1	A. Langley, DNP, CRNA, CHSE	DEXAM	DL
		NACEA	70810	Comprehensive Examination in Anesthesia		11/1/2028-11/30/2028	0	R. Davis, DNP, CRNA, CHSE, FAANA	DEXAM	nonDL
				Total Credit Hours for Semester:			17			
				TOTAL CREDIT HOURS FOR DEGREE			127			

DEGREE PLAN
DNP Program: BSN-DNP Cohort Matriculating 2025 and Graduating 2027

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Spring 2025	NAAHA	63401	Advanced Health Assessment	1	1/2/2025-2/26/2025	3	A. Langley, DNP, CRNA, CHSE	DLELA	nonDL
		NAPAS	83102	Professional Philosophy and Scholarship	1	1/2/2025-2/26/2025	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAEMH	83106	Ethical and Multicultural Healthcare	1	1/2/2025-2/26/2025	3	J. Gaines, DNP, CRNA, CHSE	DONLN	DL
		NLMHS	83105	Leading and Managing Healthcare Systems	1	1/2/2025-2/26/2025	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NPTHC	83101	Theories and Concepts in Healthcare	2	2/27/2025-4/16/2025	3	R. Davis, DNP, CRNA, CHSE	DONLN	DL
		NHIDS	83109	Decision Science and Informatics in Healthcare	2	2/27/2025-4/16/2025	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAIHP	83104	Influencing Healthcare Policy	2	2/27/2025-4/16/2025	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NBIOS	83110	Biostatistics	3	4/24/2025-6/11/2025	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NAQOM	83108	Quality Outcomes Management	3	4/24/2025-6/11/2025	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAAHE	83107	Approaches to Healthcare Education	3	4/24/2025-6/11/2025	3	R. Davis, DNP, CRNA, CHSE, FAANA	DONLN	DL
				Total Credit Hours for Semester:			30			
1	Fall 2025	NEMER	82111	Emerging Sciences in Healthcare	1	6/16/2025-7/18/2025	2	M. Bullerwell, DNP, CRNA, CHSE	DONLN	DL
		HPANA	66101	Anatomical Sciences I	1-3	6/16/2025-12/5/2025	6	S. Tippen, PhD	DLELA	nonDL
		HPBIO	63121	Clinical Biochemistry	1-2	6/16/2025-9/26/2025	3	K. Hulten, PhD	DLECT	nonDL
		NAPAP	61602	Physics for Anesthesia Practice	1	6/16/2025-7/18/2025	1	J. Gaines, DNP, CRNA, CHSE	DLECT	nonDL
		NPATH	62105	Advanced Pathophysiology I	2-3	7/28/2025-12/5/2025	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		NANPA	63801	Principles of Anesthesia	2-3	7/28/2025-12/5/2025	3	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
		NANPA	61803	Principles of Electrocardiology	3	9/29/2025-12/5/2025	1	J. Walker, DNP, CRNA, FAAN	DLECT	nonDL
		NANAP	63901	Pharmacology in Advanced Practice I	2-3	7/28/2025-12/5/2025	3	J. Gaines, DNP, CRNA, CHSE	DLECT	nonDL
		HPPHY	64221	Human Physiology I	2-3	7/28/2025-12/5/2025	4	I. Niazi, PhD	DLECT	nonDL
		HPIMM	62131	Immunology for Health Professions	2	7/28/2025-9/26/2025	2	V. Konduri, PhD	DLECT	nonDL
				Total Credit Hours for Semester:			27			
2	Spring 2026	NPATH	62106	Advanced Pathophysiology II	1-2	1/2/2026-5/8/2026	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		HPANA	63102	Anatomical Sciences II	1	1/2/2026-2/27/2026	3	S. Tippen, PhD	DLELA	nonDL
		NANPA	65802	Advanced Principles of Anesthesia	1-3	1/2/2026-6/19/2026	5	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
		NANAP	64902	Pharmacology in Advanced Practice II	1-3	1/2/2026-6/19/2026	4	J. Gaines, DNP, CRNA, CHSE	DLECT	nonDL
		HPPHY	61222	Human Physiology II	1	1/2/2026-2/27/2026	1	I. Niazi, PhD	DLECT	nonDL
		NABMI	62603	Biomedical Instrumentation	1-2	1/2/2026-5/8/2026	2	J. Gaines, DNP, CRNA, CHSE	DLECT	nonDL
		NATRR	83112	Translational Research	2	3/2/2026-5/8/2026	3	N. Jones, PhD, CRNA	DONLN	DL
		NACLO	61608	Clinical Skills Inquiry	2-3	3/2/2026-5/8/2026	1	M. Bullerwell, DNP, CRNA, CHSE	DHPGR	nonDL
		NARAD	61151	Radiology for Nurse Anesthesia Practice	2	3/2/2026-5/8/2026	1	M. Hortenstine, DNP, CRNA	DLECT	nonDL
				Total Credit Hours for Semester:			22			
2	Fall 2026	NACLP	72101	Anesthesia Clincal Practicum 1		7/1/2026-7/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72102	Anesthesia Clincal Practicum 2		8/1/2026-8/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72103	Anesthesia Clincal Practicum 3		9/1/2026-9/30/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72104	Anesthesia Clincal Practicum 4		10/1/2026-10/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72105	Anesthesia Clincal Practicum 5		11/1/2026-11/30/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72106	Anesthesia Clincal Practicum 6		12/1/2026-12/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NASEM	71801	Seminars in Anesthesia		7/1/2026-12/31/2026	1	A. Langley, DNP, CRNA, CHSE	NASEM	DL
				Total Credit Hours for Semester:			13			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
3	Spring 2027	NACLP	72107	Anesthesia Clincal Practicum 7		1/1/2027-1/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72108	Anesthesia Clincal Practicum 8		2/1/2027-2/28/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72109	Anesthesia Clincal Practicum 9		3/1/2027-3/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72110	Anesthesia Clincal Practicum 10		4/1/2027-4/30/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72111	Anesthesia Clincal Practicum 11		5/1/2027-5/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72112	Anesthesia Clincal Practicum 12		6/1/2027-6/30/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NAEBP	72804	Evidence Based Anesthesia Practice		1/1/2027-6/30/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NAPIA	83901	DNP Project I		1/1/2027-6/30/2027	3	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NACCA	71802	Critical Concepts in Anesthesia I		1/1/2027-6/30/2027	1	A. Langley, DNP, CRNA, CHSE	DEXAM	DL
				Total Credit Hours for Semester:			18			
3	Fall 2027	NACLP	72113	Anesthesia Clinical Practicum 13		7/1/2027-7/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72114	Anesthesia Clinical Practicum 14		8/1/2027-8/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72115	Anesthesia Clinical Practicum 15		9/1/2027-9/30/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72116	Anesthesia Clinical Practicum 16		10/1/2027-10/31/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72117	Anesthesia Clinical Practicum 17		11/1/2027-11/30/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72118	Anesthesia Clinical Practicum 18		12/1/2027-12/30/2027	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NAPIA	84902	DNP Project II		7/1/2027-12/31/2027	4	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NACCA	71805	Critical Concepts in Anesthesia II		7/1/2027-12/31/2027	1	A. Langley, DNP, CRNA, CHSE	DEXAM	DL
		NACEA	70810	Comprehensive Examination in Anesthesia		11/1/2027-11/30/2027	0	R. Davis, DNP, CRNA, CHSE, FAANA	DEXAM	nonDL
				Total Credit Hours for Semester:			17			
				TOTAL CREDIT HOURS FOR DEGREE			127			

DEGREE PLAN
DNP Program: BSN-DNP Cohort Matriculating 2024 and Graduating 2026

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Spring 2024	NAAHA	63401	Advanced Health Assessment	1	1/2/2024-2/28/2024	3	M. Bullerwell, DNP, CRNA, CHSE	DLELA	nonDL
		NAPAS	83102	Professional Philosophy and Scholarship	1	1/2/2024-2/28/2024	3	A. Langley, DNP, CRNA, CHSE	DONLN	DL
		NAEMH	83106	Ethical and Multicultural Healthcare	1	1/2/2024-2/28/2024	3	J. Gaines, DNP, CRNA, CHSE	DONLN	DL
		NLMHS	83105	Leading and Managing Healthcare Systems	1	1/2/2024-2/28/2024	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NPTHC	83101	Theories and Concepts in Healthcare	2	2/29/2024-4/17/2024	3	R. Davis, DNP, CRNA, CHSE, FAANA	DONLN	DL
		NHIDS	83109	Decision Science and Informatics in Healthcare	2	2/29/2024-4/17/2024	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAIHP	83104	Influencing Healthcare Policy	2	2/29/2024-4/17/2024	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NBIOS	83110	Biostatistics	3	4/25/2024-6/12/2024	3	J. Walker, DNP, CRNA, FNAP, FAAN	DONLN	DL
		NAQOM	83108	Quality Outcomes Management	3	4/25/2024-6/12/2024	3	M. Hortenstine, DNP, CRNA	DONLN	DL
		NAAHE	83107	Approaches to Healthcare Education	3	4/25/2024-6/12/2024	3	R. Davis, DNP, CRNA, CHSE, FAANA	DONLN	DL
				Total Credit Hours for Semester:			30			
1	Fall 2024	NEMER	82111	Emerging Sciences in Healthcare	1	6/17/2024-7/19/2024	2	M. Bullerwell, DNP, CRNA, CHSE	DONLN	DL
		HPANA	66101	Anatomical Sciences I	1-3	6/17/2024-12/6/2024	6	S. Tippen, PhD	DLELA	nonDL
		HPBIO	63121	Clinical Biochemistry	1-2	6/17/2024-9/27/2024	3	K. Hulten, PhD	DLECT	nonDL
		NAPAP	61602	Physics for Anesthesia Practice	1	6/17/2024-7/19/2024	1	J. Gaines, DNP, CRNA, CHSE	DLECT	nonDL
		NPATH	62105	Advanced Pathophysiology I	2-3	7/29/2024-12/6/2024	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		NANPA	64801	Principles of Anesthesia	2-3	7/29/2024-12/6/2024	4	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
		NANAP	63901	Pharmacology in Advanced Practice I	2-3	7/29/2024-12/6/2024	3	J. Gaines, DNP, CRNA, CHSE	DLECT	nonDL
		HPPHY	64221	Human Physiology I	2-3	7/29/2024-12/6/2024	4	R. Reddy, PhD	DLECT	nonDL
		HPIMM	62131	Immunology for Health Professions	2	7/29/2024-9/27-2024	2	E. Elliott, MS, PA-C	DLECT	nonDL
				Total Credit Hours for Semester:			27			
2	Spring 2025	NPATH	62106	Advanced Pathophysiology II	1-2	1/2/2025-5/9/2025	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		HPANA	62102	Anatomical Sciences II	1	1/2/2025-2/28/2025	2	S. Tippen, PhD	DLELA	nonDL
		NANPA	65802	Advanced Principles of Anesthesia	1-3	1/2/2025-6/20/2025	5	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
		NANAP	64902	Pharmacology in Advanced Practice II	1-3	1/2/2025-6/20/2025	4	J. Gaines, DNP, CRNA, CHSE	DLECT	nonDL
		HPPHY	61222	Human Physiology II	1	1/2/2025-2/28/2025	1	R. Reddy, PhD	DLECT	nonDL
		NABMI	62603	Biomedical Instrumentation	1-2	1/2/2025-5/9/2025	2	M. Bullerwell, DNP, CRNA, CHSE	DLECT	nonDL
		NATRR	83112	Translational Research	2	3/3/2025-5/9/2025	3	R. Davis, DNP, CRNA, CHSE, FAANA	DONLN	DL
		NACLO	61608	Clinical Skills Inquiry	2-3	3/3/2025-6/20/2025	1	M. Bullerwell, DNP, CRNA, CHSE	DHPGR	nonDL
		NARAD	61151	Radiology for Nurse Anesthesia Practice	2	3/3/2025-5/9/2025	1	A. Langley, DNP, CRNA, CHSE	DLECT	nonDL
				Total Credit Hours for Semester:			21			
2	Fall 2025	NACLP	72101	Anesthesia Clincal Practicum 1		7/1/2025-7/31/2025	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72102	Anesthesia Clincal Practicum 2		8/1/2025-8/31/2025	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72103	Anesthesia Clincal Practicum 3		9/1/2025-9/30/2025	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72104	Anesthesia Clincal Practicum 4		10/1/2025-10/31/2025	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72105	Anesthesia Clincal Practicum 5		11/1/2025-11/30/2025	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72106	Anesthesia Clincal Practicum 6		12/1/2025-12/31/2025	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NASEM	71801	Seminars in Anesthesia		7/1/2025-12/31/2025	1	A. Langley, DNP, CRNA, CHSE	NASEM	DL
				Total Credit Hours for Semester:			13			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
3	Spring 2026	NACLP	72107	Anesthesia Clincal Practicum 7		1/1/2026-1/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72108	Anesthesia Clincal Practicum 8		2/1/2026-2/28/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72109	Anesthesia Clincal Practicum 9		3/1/2026-3/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72110	Anesthesia Clincal Practicum 10		4/1/2026-4/30/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72111	Anesthesia Clincal Practicum 11		5/1/2026-5/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72112	Anesthesia Clincal Practicum 12		6/1/2026-6/30/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NAEBP	72804	Evidence Based Anesthesia Practice		1/1/2026-6/30/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NAPIA	83901	DNP Project I		1/1/2026-6/30/2026	3	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NACCA	71802	Critical Concepts in Anesthesia I		1/1/2026-6/30/2026	1	A. Langley, DNP, CRNA, CHSE	DEXAM	DL
				Total Credit Hours for Semester:			18			
3	Fall 2026	NACLP	72113	Anesthesia Clinical Practicum 13		7/1/2026-7/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72114	Anesthesia Clinical Practicum 14		8/1/2026-8/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72115	Anesthesia Clinical Practicum 15		9/1/2026-9/30/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72116	Anesthesia Clinical Practicum 16		10/1/2026-10/31/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72117	Anesthesia Clinical Practicum 17		11/1/2026-11/30/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NACLP	72118	Anesthesia Clinical Practicum 18		12/1/2026-12/30/2026	2	R. Davis, DNP, CRNA, CHSE, FAANA	CPRAC	nonDL
		NAPIA	84902	DNP Project II		7/1/2026-12/31/2026	4	R. Davis, DNP, CRNA, CHSE, FAANA	DRESR	DL
		NACCA	71805	Critical Concepts in Anesthesia II		7/1/2026-12/31/2026	1	A. Langley, DNP, CRNA, CHSE	DEXAM	DL
		NACEA	70810	Comprehensive Examination in Anesthesia		11/1/2026-11/30/2026	0	R. Davis, DNP, CRNA, CHSE, FAANA	DEXAM	nonDL
				Total Credit Hours for Semester:			17			
				TOTAL CREDIT HOURS FOR DEGREE			126			

DEGREE PLAN

Genetic Counseling Program: Cohort Matriculating 2026 and Graduating 2028

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Fall	HPHBC	61201	Health Behavioral Counseling	3	8/13/26-11/19/26	1	Beth Garland	DLECT	NON DL
		GCFGC	64001	Foundations of Genetic Counseling I	3	8/10/26-12/9/26	4	Dan Riconda & Andrea Moon	DLECT	NON DL
		GCMEG	63001	Medical Genetics I	3	8/10/26-12/9/26	3	Emily Bland & Chaya Murali & Bo Yuan	DLECT	NON DL
		GCGCP	62001	Preparing for Genetic Counseling in Practice	3	8/14/26-12/11/26	2	Salma Nassef	DLECT	NON DL
		GCEMB	61003	Embryology	3	08/12/26-12/9/26	1	Salma Nassef	DLECT	NON DL
		GCRGC	61001	Research Methods in GC	3	8/13/26-12/10/26	1	Sarah Scollon	DLECT	NON DL
		GCJOC	61001	Journal Club I	3	08/17/26-12/7/26	1	Tanya Eble & Lauren Desrosiers	DONLN	DL
		GCCLP	71001	Clinical Practicum I	3	8/13/26-12/5/26	1	Salma Nassef	CPRAC	NON DL
				Total Credit Hours for Semester:			14			
1	Spring	GCFGC	63002	Foundations of Genetic Counseling II	1	TBD	3	Dan Riconda & Andrea Moon	DLECT	NON DL
		GCMEG	63002	Medical Genetics II	1	TBD	3	Emily Bland & Chaya Murali & Bo Yuan	DLECT	NON DL
		GCELI	62000	Ethical and Legal Issues in Human Genetics: Ethics	1	TBD	2	Elizabeth Mizerik & Abigail Yesso	DLECT	NON DL
		GCFEP	61000	Fundamentals in Epidemiology	1	TBD	1	Austin Brown & Erin Peckham-Gregory	DLECT	NON DL
		GCEPG	61000	Genetic Epidemiology and Population Genetics	2	TBD	1	Melissa Richard	DLECT	NON DL
		GCTHE	81001	Thesis I	1	TBD	1	Sarah Scollon and Rachel Franciskovich	DLECT	NON DL
		GCPSP	62001	Psychosocial Practicum I	1	TBD	2	Salma Nassef, Patti Robbins-Furman, & Tammy Solomon	DLECT	NON DL
		GCJOC	61002	Journal Club II	1	TBD	1	Tanya Eble & Lauren Desrosiers	DONLN	DL
		GCCLP	72002	Clinical Practicum II	2	TBD	2	Salma Nassef	CPRAC	NON DL
		GCLAB	71000	Laboratory Course	3	TBD	1	Ning Liu, Nicole Owen & Romy Farwaz	DLECT	NON DL
				Total Credit Hours for Semester:			17			
2	Fall	GCAGC	62001	Advanced Genetic Counseling I	2/3	TBD	2	Dan Riconda & Josephine Minick	DLECT	NON DL
		GCTHE	83002	Thesis II	2/3	TBD	3	Rachel Franciskovich	DRESR	NON DL
		GCJOC	61003	Journal Club III	2/3	TBD	1	Tanya Eble & Lauren Desrosiers	DONLN	DL
		GCVIC	62000	Variant Interpretation and Counseling	2/3	TBD	2	Katharina Schulze & Rob Rigobello	DLECT	NON DL
		GCCLP	72003	Clinical Practicum III (June-July)	1/2	TBD	2	Dan Riconda & Salma Nassef	CPRAC	NON DL
		GCCLP	71004	Clinical Practicum Iva	2/3	TBD	1	Salma Nassef	CPRAC	NON DL
		GCCLP	71005	Clinical Practicum Ivb	2/3	TBD	1	Salma Nassef	CPRAC	NON DL
		GCHBC	61202	Health Behavioral Counseling II	2/3	TBD	0.5	Beth Garland & Dan Riconda	DLECT	NON DL
		APGC	62000	Advanced Practice in Genetic Counseling	2/3	TBD	1.5	Taylor Dawson	DLECT	NON DL
		GCQDA	61000	Introduction to Quantitative Data Anaylsis	2/3	TBD	0.5	Jeremy Schraw	DLECT	NON DL
				Total Credit Hours for Semester:			14.5			
2	Spring	GCAGC	62002	Advanced Genetic Counseling II	1/2	TBD	2	Dan Riconda & Josephine Minick	DLECT	NON DL
		GCPSP	62002	Psychosocial Practicum II	1/2	TBD	2	Salma Nassef, Patti Robbins-Furman, & Tammy Solomon	DLECT	NON DL
		GCTHE	83003	Thesis III	1/2	TBD	3	Rachel Franciskovich	DRESR	NON DL
		GCJOC	61004	Journal Club IV	1/2	TBD	1	Tanya Eble & Lauren Desrosiers	DLECT	DL
		GCCLP	72005	Clinical Practicum V	1/2	TBD	2	Salma Nassef	CPRAC	NON DL
		GCOSC	80001	Comprehensive OSCE (Objective Structured Clinical Exam) in Genetic Counseling GC	1/2	TBD	0	Dan Riconda	DEXAM	NON DL
		GCDEF	80001 (DRESR)	Defense of M.S. Thesis	1/2	TBD	0	Rachel Franciskovich	DEXAM	NON DL
				Total Credit Hours for Semester:			10			
				TOTAL CREDIT HOURS FOR DEGREE			**55.5**			

DEGREE PLAN

Genetic Counseling Program: Cohort Matriculating 2025 and Graduating 2027

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Fall	HPHBC	61201	Health Behavioral Counseling	3	8/14/2025-11/13/2025	1	Beth Garland	DLECT	NON DL
		GCFGC	64001	Foundations of Genetic Counseling I	3	8/11/2025-12/10/2025	4	Dan Riconda & Andrea Moon	DLECT	NON DL
		GCMEG	63001	Medical Genetics I	3	8/11/2025-12/10/2025	3	Emily Bland & Chaya Murali & Bo Yuan	DLECT	NON DL
		GCGCP	62001	Preparing for Genetic Counseling in Practice	3	8/15/2025-12/12/2025	2	Salma Nassef	DLECT	NON DL
		GCEMB	61003	Embryology	3	8/13/2025-12/10/2025	1	Salma Nassef	DLECT	NON DL
		GCRGC	61001	Research Methods in GC	3	8/14/2025-12/11/2025	1	Sarah Scollon	DLECT	NON DL
		GCJOC	61001	Journal Club I	3	8/18/2025-12/8/2025	1	Tanya Eble & Lauren Desrosiers	DONLN	DL
		GCCLP	71001	Clinical Practicum I	3	8/11/2025- **12/5/2025**	1	Salma Nassef	CPRAC	NON DL
				Total Credit Hours for Semester:			14			
1	Spring	GCFGC	63002	Foundations of Genetic Counseling II	1	1/5/2026-5/13/2026	3	Dan Riconda & Andrea Moon	DLECT	NON DL
		GCMEG	63002	Medical Genetics II	1	1/5/2026-5/13/2026	3	Emily Bland & Chaya Murali & Bo Yuan	DLECT	NON DL
		GCELI	62000	Ethical and Legal Issues in Human Genetics: Ethics	1	1/5/2026-5/13/2026	2	Elizabeth Mizerik & Abigail Yesso	DLECT	NON DL
		GCFEP	61000	Fundamentals in Epidemiology	1	1/8/2026-2/26/2026	1	Austin Brown & Erin Peckham-Gregory	DLECT	NON DL
		GCEPG	61000	Genetic Epidemiology and Population Genetics	2	3/19/2026-5/7/2026	1	Melissa Richard	DLECT	NON DL
		GCTHE	81001	Thesis I	1	1/8/2026-4/30/2026	1	Sarah Scollon and Rachel Franciskovich	DLECT	NON DL
		GCPSP	62001	Psychosocial Practicum I	1	1/9/2026-5/22/2026	2	Salma Nassef, Patti Robbins-Furman, & Tammy Solomon	DLECT	NON DL
		GCJOC	61002	Journal Club II	1	1/5/2026-4/13/2026	1	Tanya Eble & Lauren Desrosiers	DONLN	DL
		GCCLP	72002	Clinical Practicum II	2	1/5/2026-5/1/2026	2	Salma Nassef	CPRAC	NON DL
		GCLAB	71000	Laboratory Course	3	5/17/2026-5/22/2026	1	Ning Liu, Nicole Owen & Romy Farwaz	DLECT	NON DL
				Total Credit Hours for Semester:			17			
2	Fall	GCAGC	62001	Advanced Genetic Counseling I	2/3	8/17/26-12/7/26	2	Dan Riconda & Josephine Minick	DLECT	NON DL
		GCTHE	83002	Thesis II	2/3	8/19/26-12/9/26	3	Rachel Franciskovich	DRESR	NON DL
		GCJOC	61003	Journal Club III	2/3	08/17/26-12/7/26	1	Tanya Eble & Lauren Desrosiers	DONLN	DL
		GCVIC	62000	Variant Interpretation and Counseling	2/3	8/17/26-12/7/26	2	Katharina Schulze & Rob Rigobello	DLECT	NON DL
		GCCLP	72003	Clinical Practicum III (June-July)	1/2	5/26/2026-7/31/26	2	Dan Riconda & Salma Nassef	CPRAC	NON DL
		GCCLP	71004	Clinical Practicum Iva	2/3	8/17/26-10/11/26	1	Salma Nassef	CPRAC	NON DL
		GCCLP	71005	Clinical Practicum Ivb	2/3	10/14/26-12/4/26	1	Salma Nassef	CPRAC	NON DL
		GCHBC	61202	Health Behavioral Counseling II	2/3	9/25/26-11/13/26	0.5	Beth Garland & Dan Riconda	DLECT	NON DL
		APGC	62000	Advanced Practice in Genetic Counseling	2/3	8/21/26-12/11/26	1.5	Taylor Dawson	DLECT	NON DL
		GCQDA	61000	Introduction to Quantitative Data Anaylsis	2/3	9/28/26-12/11/26	0.5	Jeremy Schraw	DLECT	NON DL
				Total Credit Hours for Semester:			14.5			
2	Spring	GCAGC	62002	Advanced Genetic Counseling II	1/2	TBD	2	Dan Riconda & Josephine Minick	DLECT	NON DL
		GCPSP	62002	Psychosocial Practicum II	1/2	TBD	2	Salma Nassef, Patti Robbins-Furman, & Tammy Solomon	DLECT	NON DL
		GCTHE	83003	Thesis III	1/2	TBD	3	Rachel Franciskovich	DRESR	NON DL
		GCJOC	61004	Journal Club IV	1/2	TBD	1	Tanya Eble & Lauren Desrosiers	DLECT	DL
		GCCLP	72005	Clinical Practicum V	1/2	TBD	2	Salma Nassef	CPRAC	NON DL
		GCOSC	80001	Comprehensive OSCE (Objective Structured Clinical Exam) in Genetic Counseling GC	1/2	TBD	0	Dan Riconda	DEXAM	NON DL
		GCDEF	80001 (DRESR)	Defense of M.S. Thesis	1/2	TBD	0	Rachel Franciskovich	DEXAM	NON DL
				Total Credit Hours for Semester:			10			
				TOTAL CREDIT HOURS FOR DEGREE			55.5			

DEGREE PLAN

PA Program: Cohort Matriculating 2026 and Graduating 2028

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
Pre-Clinical Coursework										
1	**Fall**	PACMD	61501	Clinical Medicine I	1	06/15/26 - 07/17/26	0.5	D. Paris	DLECT	Non-DL
		PAPRI	61411	Professional Role Issues I	1	06/15/26 - 07/17/26	1	C. Fasser	DLEOL	DL
		HPBIO	63121	Clinical Biochemistry	1,2	06/15/26 - 09/19/26	3	K. Hulten	DLECT	Non-DL
		PACC	61401	Communication and Perspectives in Healthcare I	1,2	06/15/26 - 09/19/26	1	E. Elliott	DLECT	Non-DL
		PACLP	62301	Clinical Prevention	1,2	06/15/26 - 09/19/26	2	S. Keyes	DLELA	Non-DL
		HPIMM	62131	Immunology for Health Professions	2	07/27/26 - 09/19/26	2	V. Konduri	DLECT	Non-DL
		PACMD	61502	Clinical Medicine II	2	07/27/26 - 09/19/26	1	E. Martinez	DLECT	Non-DL
		HPHBC	61201	Health Behavioral Counseling I	2,3	07/27/26 - 12/04/26	1	B. Garland	DLELA	Non-DL
		HPPHY	64221	Human Physiology I	2,3	07/27/26 - 12/04/26	4	I. Niazi	DLECT	Non-DL
		PAPRM	63801	Pharmacology I	2,3	07/27/26 - 12/04/26	3	I. Niazi	DLECT	Non-DL
		HPANA	66101	Anatomical Sciences I	1,2,3	06/15/26 - 12/04/26	6	A. Pinkas	DLELA	Non-DL
		PAPHD	66601	Physical Diagnosis I	1,2,3	06/15/26 - 12/04/26	6	E. Rasch	DLELA	Non-DL
		PAPSM	61901	Problem Solving in Medicine I	3	09/28/26 - 12/04/26	1	S. DeSandro	DHPGR	Non-DL
		HPGEN	61141	Clinical Genetics	3	09/28/26 - 12/04/26	1	L. Potocki	DLECT	Non-DL
		PACMD	63503	Clinical Medicine III	3	09/28/26 - 12/04/26	3	D. Paris	DLECT	Non-DL
					Total Credit Hours for Semester:		35.5			
1	**Spring**	HPANA	63102	Anatomical Sciences II	1	01/04/27 - 03/05/27	3	A. Pinkas	DLELA	Non-DL
		HPPHY	61222	Human Physiology II	1	01/04/27 - 03/05/27	1	I. Niazi	DLECT	Non-DL
		PAPRM	61811	Pharmacology II	1	01/04/27 - 03/05/27	1	I. Niazi	DLECT	Non-DL
		PACMD	63511	Clinical Medicine IV	1	01/04/27 - 03/05/27	3	K. Erdman	DLECT	Non-DL
		PACMD	63512	Clinical Medicine V	2	03/08/27 - 05/14/27	3	K. Erdman	DLECT	Non-DL
		PAETH	61421	Medical Ethics	2	03/08/27 - 05/14/27	1	H. Kaplan	DLECT	Non-DL
		PAWHI	62521	Women's Health	2	03/08/27 - 05/14/27	2	A. Shafer	DLECT	Non-DL
		PABDN	62431	Behavioral Dynamics	2	03/08/27 - 05/14/27	2	A. Asghar-Ali	DLECT	Non-DL
		PATHR	61101	Therapeutics I	2,3	03/08/27 - 07/24/27	0.5	K. Erdman	DLECT	Non-DL
		PAMHM	81101	Medical Humanities	2	03/08/27 - 05/14/27	1	K. Erdman	DHPGR	Non-DL
		PACMD	63513	Clinical Medicine VI	3	03/08/27 - 07/24/27	3	E. Martinez	DLECT	Non-DL
		PAPHD	63611	Physical Diagnosis II	1,2,3	01/04/27 - 07/24/27	3	J. Chirdo-Taylor	DLECT	Non-DL
		PAPSM	62911	Problem Solving in Medicine II	1,2,3	01/04/27 - 07/24/27	2	S. DeSandro	DHPGR	Non-DL
		PAPED	62531	Pediatrics	3	03/08/27 - 07/24/27	2	E. Elliott	DLECT	Non-DL
		PADIA	61701	Diagnostic Testing	1,2,3	01/04/27 - 07/24/27	1	A. Shafer	DLECT	Non-DL
		PAECG	62711	Electrocardiography	3	03/08/27 - 07/24/27	2	E. Elliott	DLECT	Non-DL
		PACRE	60911	Clinical Readiness Assessment	3	03/08/27 - 07/24/27	0	S. DeSandro	DEXAM	Non-DL
					Total Credit Hours for Semester:		30.5			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
Clinical Coursework										
2	**Fall**	PAIMI	78621	Internal Medicine - Inpatient	1AB,2AB		8	E. Rasch	CPRAC	Non-DL
(17 semester credit		PAIMO	74631	Internal Medicine - Outpatient	1AB,2AB		4	D. Paris	CPRAC	Non-DL
hours per student)		PAGYN	74641	Gynecology/Obstetrics	1AB,2AB		4	A. Shafer	CPRAC	Non-DL
		PAPDI	74751	Pediatrics - Inpatient	1AB,2AB		4	K. Thompson	CPRAC	Non-DL
		PAPDO	74761	Pediatrics - Outpatient	1AB,2AB		4	E. Elliott	CPRAC	Non-DL
		PAPSY	74671	Psychiatry	1AB,2AB		4	V. Waters	CPRAC	Non-DL
		PAERM	74681	Emergency Medicine	1AB,2AB		4	E. Martinez	CPRAC	Non-DL
		PASUR	74691	Surgery	1AB,2AB		4	J. Chirdo-Taylor	CPRAC	Non-DL
		PAGER	74721	Geriatric Medicine	2AB		4	V. Waters	CPRAC	Non-DL
		PARS1	71531	Research I	1AB,2AB		1	C. Fasser	DONLN	DL
					Total Credit Hours for Semester:		17			
2	**Spring**	PAIMO	74631	Internal Medicine - Outpatient	3AB,4AB,5AB		4	D. Paris	CPRAC	Non-DL
(25 semester credit		PAIMI	78621	Internal Medicine - Inpatient	3AB,4AB,5AB		8	E. Rasch	CPRAC	Non-DL
hours per student)		PAGYN	74641	Gynecology/Obstetrics	3AB,4AB,5AB		4	A. Shafer	CPRAC	Non-DL
		PAPDI	74751	Pediatrics - Inpatient	3AB,4AB,5AB		4	K. Thompson	CPRAC	Non-DL
		PAPDO	74761	Pediatrics - Outpatient	3AB,4AB,5AB		4	E. Elliott	CPRAC	Non-DL
		PAPSY	74671	Psychiatry	3AB,4AB,5AB		4	V. Waters	CPRAC	Non-DL
		PAERM	74681	Emergency Medicine	3AB,4AB,5AB		4	E. Martinez	CPRAC	Non-DL
		PASUR	74691	Surgery	3AB,4AB,5AB		4	J. Chirdo-Taylor	CPRAC	Non-DL
		PAGER	74721	Geriatric Medicine	3AB,4AB,5AB		4	V. Waters	CPRAC	Non-DL
		PARS2	74541	Research II	3AB,4AB,5AB		1	C. Fasser	DRESR	Non-DL
		PATHR	61102	Therapeutics II	3AB,4AB,5AB		0.5	K. Erdman	DONLN	Non-DL
		PAHBC	71201	Health Behavioral Counseling II	3AB,4AB,5AB		0.5	B. Garland	DONLN	Non-DL
					Total Credit Hours for Semester:		25			
3	**Fall**	PAGER	74721	Geriatric Medicine	6A,6B,6C,6D,6E		4	V. Waters	CPRAC	Non-DL
(26 semester credit		PACFM	74731	Community Family Medicine	6A,6B,6C,6D,6E		4	K. Erdman	CPRAC	Non-DL
hours per student)		PAPMR	74781	Physical Medicine and Rehabilitation	6A,6B,6C,6D,6E		4	K. Thompson	CPRAC	Non-DL
		PARS2	74541	Research II	6A,6B		4	S. Keyes	DRESR	Non-DL
		PARS3	74551	Research III	6B,6C,6D,6E		4	S. Keyes	DRESR	Non-DL
		PAMPP	74800	Master's Paper	6A,6B,6C,6D,6E		4	S. Keyes	DRESR	Non-DL
		PAPRI	71511	Professional Role Issues II	1B, 2B, 3B, 4B, 5B,6D, 6E		1	S. Keyes	DLEOL	DL
		PACC	71521	Communication and Perspectives in Healthcare II	1AB, 2AB, 3AB, 4AB, 5AB,6A,6B,6C,6D,6E		1	E. Rasch	DONLN	DL
		PAPCP	74551	Preparation for Clinical Practice	6B,6C,6D,6E		4	V. Waters	DONLN	DL
		PASUM	70700	PA Summative Evaluation	6E		0	K. Thompson	DEXAM	Non-DL
					Total Credit Hours for Semester:		26			
					TOTAL CREDIT HOURS FOR DEGREE		**134**			

DEGREE PLAN
PA Program: Cohort Matriculating 2025 and Graduating 2027

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
Pre-Clinical Coursework										
1	**Fall**	PACMD	61501	Clinical Medicine I	1	06/16/25 - 07/18/25	0.5	V. DeGregorio	DLECT	Non-DL
		PAPRI	61411	Professional Role Issues I	1	06/16/25 - 07/18/25	1	C. Fasser	DLEOL	DL
		HPBIO	63121	Clinical Biochemistry	1,2	06/16/25 - 09/26/25	3	K. Hulten	DLECT	Non-DL
		PACC	61401	Communication and Perspectives in Healthcare I	1,2	06/16/25 - 09/26/25	1	J. Atkinson	DLECT	Non-DL
		PACLP	62301	Clinical Prevention	1,2	06/16/25 - 09/26/25	2	S. Keyes	DLELA	Non-DL
		HPIMM	62131	Immunology for Health Professions	2	07/28/25 - 09/26/25	2	V. Konduri	DLECT	Non-DL
		PACMD	61502	Clinical Medicine II	2	07/28/25 - 09/26/25	1	V. DeGregorio	DLECT	Non-DL
		HPHBC	61201	Health Behavioral Counseling I	2,3	07/28/25 - 12/05/25	1	B. Garland	DLELA	Non-DL
		HPPHY	64221	Human Physiology I	2,3	07/28/25 - 12/05/25	4	I. Niazi	DLECT	Non-DL
		PAPRM	63801	Pharmacology I	2,3	07/28/25 - 12/05/25	3	I. Niazi	DLECT	Non-DL
		HPANA	66101	Anatomical Sciences I	1,2,3	06/16/25 - 12/05/25	6	A. Pinkas	DLELA	Non-DL
		PAPHD	66601	Physical Diagnosis I	1,2,3	06/16/25 - 12/05/25	6	S. DeSandro	DLELA	Non-DL
		PAPSM	61901	Problem Solving in Medicine I	3	09/29/25 - 12/05/25	1	E. Elliott	DHPGR	Non-DL
		HPGEN	61141	Clinical Genetics	3	09/29/25 - 12/05/25	1	L. Potocki	DLECT	Non-DL
		PACMD	63503	Clinical Medicine III	3	09/29/25 - 12/05/25	3	V. DeGregorio	DLECT	Non-DL
						Total Credit Hours for Semester:	35.5			
1	**Spring**	HPANA	63102	Anatomical Sciences II	1	01/05/26 - 03/06/26	3	A. Pinkas	DLELA	Non-DL
		HPPHY	61222	Human Physiology II	1	01/05/26 - 03/06/26	1	I. Niazi	DLECT	Non-DL
		PAPRM	61811	Pharmacology II	1	01/05/26 - 03/06/26	1	I. Niazi	DLECT	Non-DL
		PACMD	63511	Clinical Medicine IV	1	01/05/26 - 03/06/26	3	K. Erdman	DLECT	Non-DL
		PACMD	63512	Clinical Medicine V	2	03/09/26 - 05/15/26	3	K. Erdman	DLECT	Non-DL
		PAETH	61421	Medical Ethics	2	03/09/26 - 05/15/26	1	H. Kaplan	DLECT	Non-DL
		PAWHI	62521	Women's Health	2	03/09/26 - 05/15/26	2	A. Shafer	DLECT	Non-DL
		PABDN	62431	Behavioral Dynamics	2	03/09/26 - 05/15/26	2	A. Asghar-Ali	DLECT	Non-DL
		PATHR	61101	Therapeutics I	2,3	03/09/26 - 07/24/26	0.5	K. Erdman	DLECT	Non-DL
		PAMHM	81101	Medical Humanities	2	03/09/26 - 05/15/26	1	K. Erdman	DHPGR	Non-DL
		PACMD	63513	Clinical Medicine VI	3	05/26/26 - 07/24/26	3	K. Erdman	DLECT	Non-DL
		PAPHD	63611	Physical Diagnosis II	1,2,3	01/05/26 - 07/24/26	3	J. Chirdo-Taylor	DLECT	Non-DL
		PAPSM	62911	Problem Solving in Medicine II	1,2,3	01/05/26 - 07/24/26	2	E. Elliott	DHPGR	Non-DL
		PAPED	62531	Pediatrics	3	05/26/26 - 07/24/26	2	E. Elliott	DLECT	Non-DL
		PADIA	61701	Diagnostic Testing	1,2,3	01/05/26 - 07/24/26	1	S. DeSandro	DLECT	DL
		PAECG	62711	Electrocardiography	3	05/26/26 - 07/24/26	2	E. Elliott	DLECT	Non-DL
		PACRE	60911	Clinical Readiness Assessment	3	05/26/26 - 07/24/26	0	S. DeSandro	DEXAM	Non-DL
						Total Credit Hours for Semester:	30.5			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
Clinical Coursework										
2	**Fall**	PAIMI	78621	Internal Medicine - Inpatient	1AB,2AB		8	S. Keyes	CPRAC	Non-DL
(17 semester credit		PAIMO	74631	Internal Medicine - Outpatient	1AB,2AB		4	V. Waters	CPRAC	Non-DL
hours per student)		PAGYN	74641	Gynecology/Obstetrics	1AB,2AB		4	A. Shafer	CPRAC	Non-DL
		PAPDI	74751	Pediatrics - Inpatient	1AB,2AB		4	K. Thompson	CPRAC	Non-DL
		PAPDO	74761	Pediatrics - Outpatient	1AB,2AB		4	E. Elliott	CPRAC	Non-DL
		PAPSY	74671	Psychiatry	1AB,2AB		4	V. Waters	CPRAC	Non-DL
		PAERM	74681	Emergency Medicine	1AB,2AB		4	E. Rasch	CPRAC	Non-DL
		PASUR	74691	Surgery	1AB,2AB		4	J. Chirdo-Taylor	CPRAC	Non-DL
		PAGER	74721	Geriatric Medicine	2AB		4	V. Waters	CPRAC	Non-DL
		PARS1	71531	Research I	1AB,2AB		1	C. Fasser	DONLN	DL
					Total Credit Hours for Semester:		17			
2	**Spring**	PAIMO	74631	Internal Medicine - Outpatient	3AB,4AB,5AB		4	V. Waters	CPRAC	Non-DL
(25 semester credit		PAIMI	78621	Internal Medicine - Inpatient	3AB,4AB,5AB		8	S. Keyes	CPRAC	Non-DL
hours per student)		PAGYN	74641	Gynecology/Obstetrics	3AB,4AB,5AB		4	A. Shafer	CPRAC	Non-DL
		PAPDI	74751	Pediatrics - Inpatient	3AB,4AB,5AB		4	K. Thompson	CPRAC	Non-DL
		PAPDO	74761	Pediatrics - Outpatient	3AB,4AB,5AB		4	E. Elliott	CPRAC	Non-DL
		PAPSY	74671	Psychiatry	3AB,4AB,5AB		4	V. Waters	CPRAC	Non-DL
		PAERM	74681	Emergency Medicine	3AB,4AB,5AB		4	E. Rasch	CPRAC	Non-DL
		PASUR	74691	Surgery	3AB,4AB,5AB		4	J. Chirdo-Taylor	CPRAC	Non-DL
		PAGER	74721	Geriatric Medicine	3AB,4AB,5AB		4	V. Waters	CPRAC	Non-DL
		PARS2	74541	Research II	3AB,4AB,5AB		1	C. Fasser	DRESR	Non-DL
		PATHR	61102	Therapeutics II	3AB,4AB,5AB		0.5	K. Erdman	DONLN	DL
		PAHBC	71201	Health Behavioral Counseling II	3AB,4AB,5AB		0.5	B. Garland	DONLN	DL
					Total Credit Hours for Semester:		25			
3	**Fall**	PAGER	74721	Geriatric Medicine	6A,6B,6C,6D,6E		4	V. Waters	CPRAC	Non-DL
(26 semester credit		PACFM	74731	Community Family Medicine	6A,6B,6C,6D,6E		4	K. Erdman	CPRAC	Non-DL
hours per student)		PAPMR	74781	Physical Medicine and Rehabilitation	6A,6B,6C,6D,6E		4	K. Thompson	CPRAC	Non-DL
		PARS2	74541	Research II	6A,6B		4	C. Fasser	DRESR	Non-DL
		PARS3	74551	Research III	6B,6C,6D,6E		4	C. Fasser	DRESR	Non-DL
		PAMPP	74800	Master's Paper	6A,6B,6C,6D,6E		4	C. Fasser	DRESR	Non-DL
		PAPRI	71511	Professional Role Issues II	1B, 2B, 3B, 4B, 5B,6D, 6E		1	S. Keyes	DLEOL	DL
		PACC	71521	Communication and Perspectives in Healthcare II	1AB, 2AB, 3AB, 4AB, 5AB,6A,6B,6C,6D,6E		1	E. Rasch	DONLN	DL
		PAPCP	74551	Preparation for Clinical Practice	6B,6C,6D,6E		4	V. Waters	DONLN	DL
		PASUM	70700	PA Summative Evaluation	6E		0	V. Waters	DEXAM	Non-DL
					Total Credit Hours for Semester:		26			
					TOTAL CREDIT HOURS FOR DEGREE		**134**			

DEGREE PLAN
PA Program: Cohort Matriculating 2024 and Graduating 2026

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
Pre-Clinical Coursework										
1	**Fall**	PACMD	61501	Clinical Medicine I	1	06/17/24 - 07/19/24	0.5	V. DeGregorio	DLECT	Non-DL
		HPBIO	63121	Clinical Biochemistry	1,2	06/17/24 - 09/27/24	3	K. Hulten	DLECT	Non-DL
		PACC	62401	Cultural Competency I	1,2	06/17/24 - 09/27/24	2	J. Atkinson	DLECT	Non-DL
		PACLP	62301	Clinical Prevention	1,2	06/17/24 - 09/27/24	2	S. Keyes	DLELA	Non-DL
		HPIMM	62131	Immunology for Health Professions	2	07/29/24 - 09/27/24	2	E. Elliott	DLECT	Non-DL
		PACMD	61502	Clinical Medicine II	2	07/29/24 - 09/27/24	1	V. DeGregorio	DLECT	Non-DL
		HPHBC	61201	Health Behavioral Counseling I	2,3	07/29/24 - 12/06/24	1	B. Garland	DLELA	Non-DL
		HPPHY	64221	Human Physiology I	2,3	07/29/24 - 12/06/24	4	R. Reddy	DLECT	Non-DL
		PAPRM	63801	Pharmacology I	2,3	07/29/24 - 12/06/24	3	R. Reddy	DLECT	Non-DL
		HPANA	66101	Anatomical Sciences I	1,2,3	06/17/24 - 12/06/24	6	S. Tippen	DLELA	Non-DL
		PAPHD	66601	Physical Diagnosis I	1,2,3	06/17/24 - 12/06/24	6	S. DeSandro	DLELA	Non-DL
		PAPSM	61901	Problem Solving in Medicine I	3	09/30/24 - 12/06/24	1	E. Elliott	DHPGR	Non-DL
		HPGEN	61141	Clinical Genetics	3	09/30/24 - 12/06/24	1	C. Soler-Alfonso	DLECT	Non-DL
		PACMD	63503	Clinical Medicine III	3	09/30/24 - 12/06/24	3	V. DeGregorio	DLECT	Non-DL
					Total Credit Hours for Semester:		35.5			
1	**Spring**	HPANA	62102	Anatomical Sciences II	1	01/02/25 - 02/28/25	2	S. Tippen	DLELA	Non-DL
		HPPHY	61222	Human Physiology II	1	01/02/25 - 02/28/25	1	R. Reddy	DLECT	Non-DL
		PAPRM	62811	Pharmacology II	1	01/02/25 - 02/28/25	2	R. Reddy	DLECT	Non-DL
		PACMD	63511	Clinical Medicine IV	1	01/02/25 - 02/28/25	3	K. Erdman	DLECT	Non-DL
		PACMD	62512	Clinical Medicine V	2	03/03/24 - 05/09/25	2	K. Erdman	DLECT	Non-DL
		PAETH	61421	Medical Ethics	2	03/03/24 - 05/09/25	1	H. Kaplan	DLECT	Non-DL
		PAWHI	62521	Women's Health	2	03/03/24 - 05/09/25	2	E. Love	DLECT	Non-DL
		PAPRI	61411	Professional Role Issues I	2	03/03/24 - 05/09/25	1	C. Fasser	DLEOL	Non-DL
		PAMHM	81101	Medical Humanities	2	03/03/24 - 05/09/25	1	K. Erdman	DHPGR	Non-DL
		PACMD	63513	Clinical Medicine VI	3	05/19/25 - 07/18/25	3	K. Erdman	DLECT	Non-DL
		PAPHD	63611	Physical Diagnosis II	1,2,3	01/02/25 - 07/19/25	3	J. Chirdo-Taylor	DLECT	Non-DL
		PAPSM	62911	Problem Solving in Medicine II	1,2,3	01/02/25 - 07/19/25	2	E. Elliott	DHPGR	Non-DL
		PAPED	62531	Pediatrics	3	05/19/25 - 07/18/25	2	E. Elliott	DLECT	Non-DL
		PADIA	61701	Diagnostic Testing	1,2,3	01/02/25 - 07/19/25	1	V. DeGregorio	DLECT	Non-DL
		PAECG	62711	Electrocardiography	3	05/19/25 - 07/18/25	2	E. Elliott	DLECT	Non-DL
		PABDN	63431	Behavioral Dynamics	2,3	03/03/25 - 07/18/25	3	A. Asghar-Ali	DLECT	Non-DL
		PACRE	60911	Clinical Readiness Assessment	3	05/19/25 - 07/18/25	0	S. DeSandro	DEXAM	Non-DL
					Total Credit Hours for Semester:		31			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
Clinical Coursework										
2	**Fall**	PAIMI	78621	Internal Medicine - Inpatient	1AB,2AB	09/02/25 - 12/19/25	8	K. Thompson	CPRAC	Non-DL
(17 semester credit		PAIMO	74631	Internal Medicine - Outpatient	1AB,2AB	09/02/25 - 12/19/25	4	V. Waters	CPRAC	Non-DL
hours per student)		PAGYN	74641	Gynecology/Obstetrics	1AB,2AB	09/02/25 - 12/19/25	4	A. Shafer	CPRAC	Non-DL
		PAPDI	74751	Pediatrics - Inpatient	1AB,2AB	09/02/25 - 12/19/25	4	K. Thompson	CPRAC	Non-DL
		PAPDO	74761	Pediatrics - Outpatient	1AB,2AB	09/02/25 - 12/19/25	4	E. Elliott	CPRAC	Non-DL
		PAPSY	74671	Psychiatry	1AB,2AB	09/02/25 - 12/19/25	4	V. Waters	CPRAC	Non-DL
		PAERM	74681	Emergency Medicine	1AB,2AB	09/02/25 - 12/19/25	4	E. Rasch	CPRAC	Non-DL
		PASUR	74691	Surgery	1AB,2AB	09/02/25 - 12/19/25	4	J. Chirdo-Taylor	CPRAC	Non-DL
		PAGER	74721	Geriatric Medicine	1AB,2AB	09/02/25 - 12/19/25	4	V. Waters	CPRAC	Non-DL
		PARS1	71531	Research I	1AB,2AB	09/02/25 - 12/19/25	1	C. Fasser	DONLN	DL
					Total Credit Hours for Semester:		17			
2	**Spring**	PAIMO	74631	Internal Medicine - Outpatient	3AB,4AB,5AB	01/05/26 - 06/19/26	4	V. Waters	CPRAC	Non-DL
(24.5 semester credit		PAIMI	78621	Internal Medicine - Inpatient	3AB,4AB,5AB	01/05/26 - 06/19/26	8	K. Thompson	CPRAC	Non-DL
hours per student)		PAGYN	74641	Gynecology/Obstetrics	3AB,4AB,5AB	01/05/26 - 06/19/26	4	A. Shafer	CPRAC	Non-DL
		PAPDI	74751	Pediatrics - Inpatient	3AB,4AB,5AB	01/05/26 - 06/19/26	4	K. Thompson	CPRAC	Non-DL
		PAPDO	74761	Pediatrics - Outpatient	3AB,4AB,5AB	01/05/26 - 06/19/26	4	E. Elliott	CPRAC	Non-DL
		PAPSY	74671	Psychiatry	3AB,4AB,5AB	01/05/26 - 06/19/26	4	V. Waters	CPRAC	Non-DL
		PAERM	74681	Emergency Medicine	3AB,4AB,5AB	01/05/26 - 06/19/26	4	E. Rasch	CPRAC	Non-DL
		PASUR	74691	Surgery	3AB,4AB,5AB	01/05/26 - 06/19/26	4	J. Chirdo-Taylor	CPRAC	Non-DL
		PAGER	74721	Geriatric Medicine	3AB,4AB,5AB	01/05/26 - 06/19/26	4	V. Waters	CPRAC	Non-DL
		PARS2	74541	Research II	3AB,4AB,5AB	01/05/26 - 06/19/26	1	C. Fasser	DRESR	Non-DL
		PAHBC	71201	Health Behavioral Counseling II	3AB,4AB,5AB	01/05/26 - 06/19/26	0.5	B. Garland	DONLN	Non-DL
					Total Credit Hours for Semester:		24.5			
3	**Fall**	PAGER	74721	Geriatric Medicine	6A,6B,6C,6D,6E	07/06/26 - 11/20/26	4	V. Waters	CPRAC	Non-DL
(26 semester credit		PACFM	74731	Community Family Medicine	6A,6B,6C,6D,6E	07/06/26 - 11/20/26	4	K. Erdman	CPRAC	Non-DL
hours per student)		PAPMR	74781	Physical Medicine and Rehabilitation	6A,6B,6C,6D,6E	07/06/26 - 11/20/26	4	K. Thompson	CPRAC	Non-DL
		PARS2	74541	Research II	6A,6B,6C,6D,6E	07/06/26 - 11/20/26	4	C. Fasser	DRESR	Non-DL
		PARS3	74551	Research III	6A,6B,6C,6D,6E	07/06/26 - 11/20/26	4	C. Fasser	DRESR	Non-DL
		PAMPP	74800	Master's Paper	6A,6B,6C,6D,6E	07/06/26 - 11/20/26	4	C. Fasser	DRESR	Non-DL
		PAPRI	71511	Professional Role Issues II	1B, 2B, 3B, 4B, 5B,6D, 6E	09/02/25 - 11/20/26	1	S. Keyes	DLEOL	Non-DL
		PACC	71521	Cultural Competency II	1AB, 2AB, 3AB, 4AB, 5AB,6A,6B,6C,6D,6E	09/02/25 - 11/20/26	1	E. Rasch	DONLN	DL
		PAPCP	74551	Preparation for Clinical Practice	6B,6C,6D,6E	08/03/26 - 11/20/26	4	V. Waters	DONLN	Non-DL
		PASUM	70700	PA Summative Evaluation	6E	10/26/26 - 11/20/26	0	V. Waters	DEXAM	Non-DL
					Total Credit Hours for Semester:		26			
					TOTAL CREDIT HOURS FOR DEGREE		**134**			

DEGREE PLAN
OP Program: Cohort Matriculating 2026 and Graduating 2028

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Fall	OPANA	63101	Anatomical Sciences for O&P	1,2	TBD	3	Adi Pinkas, PhD	DLELA	Non-DL
		OPCPH	61101	Communications and Perspectives in Healthcare	1,2	TBD	1	Elizabeth Elliott, MS, PA-C, DFAAPA	DLECT	Non-DL
		HPHBC	61201	Health Behavioral Counseling I	2,3	TBD	1	Beth Garland, PhD	DLELA	Non-DL
		OPBMA	62101	Biomechanics I	1,2	TBD	2	Katy Patterson, MS, CPO	DLECT	Non-DL
		OPTSA	63101	Technical and Safety Skills I	1,2	TBD	3	Jeremy Sherman, MS, CPO	DLELA	Non-DL
		OPPEA	62101	Physical Examination I	1,2	TBD	2	Ashley Mullen, PhD, MSAT, CPO	DLELA	Non-DL
		OPSCO	64101	Spinal & Cranial Orthotic Management	2	TBD	4	Amandi Rhett, MS, CPO, FAAOP	DLELA	Non-DL
		OPLOA	67101	Lower Limb Orthotic Management I	3	TBD	7	Katy Patterson, MS, CPO	DLELA	Non-DL
		OPLPA	68101	Lower Limb Prosthetic Management I	3	TBD	8	Amandi Rhett, MS, CPO, FAAOP	DLELA	Non-DL
		OPPAT	62101	Pathophysiology for O&P	1,2	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DLECT	Non-DL
		OPCPA	62101	Clinical Practice Mgmt. I	1,2,3	TBD	2	Lisa Abernethy, MSPO, CPO	DLECT	Non-DL
		OPPED	64101	Pedorthic Management	2	TBD	4	Lisa Abernethy, MSPO, CPO	DLELA	Non-DL
				Total Credit Hours for Semester:			39			
1	Spring	OPHRM	62201	Health Research Methods	1,2,3	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DLECT	Non-DL
		OPPEB	62202	Physical Examination II	1,2	TBD	2	Ashley Mullen, PhD, MSAT, CPO	DLELA	Non-DL
		OPBMB	62202	Biomechanics II	1,2	TBD	2	Katy Patterson, MS, CPO	DLELA	Non-DL
		OPLOB	66202	Lower Limb Orthotic Management II	1,2	TBD	6	Ashley Mullen, PhD, MSAT, CPO	DLELA	Non-DL
		OPLPB	67202	Lower Limb Prosthetic Management II	1,2	TBD	7	Jeremy Sherman, MS, CPO	DLELA	Non-DL
		OPULP	67201	Upper Limb Prosthetic Management	2,3	TBD	7	Jeremy Sherman, MS, CPO	DLELA	Non-DL
		OPCPB	63202	Clinical Practice Managment II	1,2,3	TBD	3	Lisa Abernethy, MSPO, CPO	DLECT	Non-DL
		OPULO	64201	Upper Limb Orthotic Management	2,3	TBD	4	Katy Patterson, MS, CPO	DLELA	Non-DL
		OPTSB	62201	Technical and Safety Skills II	1,2,3	TBD	2	Jeremy Sherman, MS, CPO	DLELA	Non-DL
				Total Credit Hours for Semester:			35			
2	Fall	OPORA	62101	O&P Research I	1,2,3	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DRESR	Non-DL
		OPCRA	78101	Clinical Rotation I	1,2,3	TBD	8	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
		OPCRB	78102	Clinical Rotation II* (not transcripted until spring 2)	3*	TBD	8	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
		OPCSA	72101	Clinical Seminar I	1,2,3	TBD	2	Jeremy Sherman, MS, CPO	DONLN	DL
		OPCSB	72102	Clinical Seminar II* (not transcripted until spring 2)	3*	TBD	2	Lisa Abernethy, MSPO, CPO, and Beth Garland, PhD	DONLN	DL
				Total Credit Hours for Semester*:			22			
2	Spring	OPORB	62202	O&P Research II	1,2,3	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DRESR	Non-DL
		OPCSC	72203	Clinical Seminar III	3	TBD	2	Amandi Rhett, MS, CPO, FAAOP and Claire Horner, JD. MA	DONLN	DL
		OPCRC	78203	Clinical Rotation III	3	TBD	8	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
				Total Credit Hours for Semester:			12			
3	Fall	OPORC	62103	O&P Research III	1,2,3	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DRESR	Non-DL
		OPCRD	76104	Clinical Rotation IV	1,2	TBD	6	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
		OPCSD	71104	Clinical Seminar IV	1,2	TBD	1	Jared Howell, MS, CPO, FAAOP	DONLN	DL
		OPCRE	76105	Clinical Rotation V	2,3	TBD	6	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
		OPCSE	71105	Clinical Seminar V	2,3	TBD	1	Ashley Mullen, PhD, MSAT, CPO	DONLN	DL
				Total Credit Hours for Semester:			16			
				TOTAL CREDIT HOURS FOR DEGREE			**124**			

DEGREE PLAN
OP Program: Cohort Matriculating 2025 and Graduating 2027

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Fall	OPANA	63101	Anatomical Sciences for O&P	1,2	6/18/25-8/15/25	3	Samantha Tipphen, PhD	DLELA	Non-DL
		OPCPH	61101	Communications and Perspectives in Healthcare	1,2	6/18/25-9/05/25	1	Jonnae Atkinson, MD	DLECT	Non-DL
		HPHBC	61201	Health Behavioral Counseling I	2,3	8/14/25-11/13/25	1	Beth Garland, PhD	DLELA	Non-DL
		OPBMA	62101	Biomechanics I	1,2	7/8/25-8/11/25	2	Ashley Mullen, PhD, MSAT, CPO	DLECT	Non-DL
		OPTSA	63101	Technical and Safety Skills I	1,2	6/19/25-8/13/25	3	Jeremy Sherman, MS, CPO	DLELA	Non-DL
		OPPEA	62101	Physical Examination I	1,2	6/20/25-8/12/25	2	Ashley Mullen, PhD, MSAT, CPO	DLELA	Non-DL
		OPSCO	64101	Spinal & Cranial Orthotic Management	2	8/20/25-9/26/25	4	Amandi Rhett, MS, CPO, FAAOP	DLELA	Non-DL
		OPLOA	67101	Lower Limb Orthotic Management I	3	10/01/25-12/01/25	7	Ashley Mullen, PhD, MSAT, CPO	DLELA	Non-DL
		OPLPA	68101	Lower Limb Prosthetic Management I	3	10/01/25-12/03/25	8	Amandi Rhett, MS, CPO, FAAOP	DLELA	Non-DL
		OPPAT	62101	Pathophysiology for O&P	1,2	6/20/25-8/14/25	2	Lisa Abernethy, MSPO, CPO	DLECT	Non-DL
		OPCPA	62101	Clinical Practice Mgmt. I	1,2,3	6/27/25-12/05/25	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DLECT	Non-DL
		OPPED	64101	Pedorthic Management	2	8/20/25-9/26/25	4	Lisa Abernethy, MSPO, CPO	DLELA	Non-DL
				Total Credit Hours for Semester:			39			
1	Spring	OPHRM	62201	Health Research Methods	1,2,3	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DLECT	Non-DL
		OPPEB	62202	Physical Examination II	1,2	TBD	2	Ashley Mullen, PhD, MSAT, CPO	DLELA	Non-DL
		OPBMB	62202	Biomechanics II	1,2	TBD	2	Ashley Mullen, PhD, MSAT, CPO	DLELA	Non-DL
		OPLOB	66202	Lower Limb Orthotic Management II	1,2	TBD	6	Ashley Mullen, PhD, MSAT, CPO	DLELA	Non-DL
		OPLPB	67202	Lower Limb Prosthetic Management II	1,2	TBD	7	Jeremy Sherman, MS, CPO	DLELA	Non-DL
		OPULP	67201	Upper Limb Prosthetic Management	2,3	TBD	7	Jeremy Sherman, MS, CPO	DLELA	Non-DL
		OPCPB	63202	Clinical Practice Managment II	1,2,3	TBD	3	Christopher Hovorka, PhD, MS, CPO, FAAOP and Lisa Abernethy, MSPO, CPO	DLECT	Non-DL
		OPULO	64201	Upper Limb Orthotic Management	2,3	TBD	4	Megan Castille, MS, CPO	DLELA	Non-DL
		OPTSB	62201	Technical and Safety Skills II	1,2,3	TBD	2	Jeremy Sherman, MS, CPO	DLELA	Non-DL
				Total Credit Hours for Semester:			35			
2	Fall	OPORA	62101	O&P Research I	1,2,3	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DRESR	Non-DL
		OPCRA	78101	Clinical Rotation I	1,2,3	TBD	8	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
		OPCRB	78102	Clinical Rotation II* (not transcripted until spring 2)	3*	TBD	8	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
		OPCSA	72101	Clinical Seminar I	1,2,3	TBD	2	Jeremy Sherman, MS, CPO	DONLN	DL
		OPCSB	72102	Clinical Seminar II* (not transcripted until spring 2)	3*	TBD	2	Lisa Abernethy, MSPO, CPO, and Beth Garland, PhD	DONLN	DL
				Total Credit Hours for Semester*:			22			
2	Spring	OPORB	62202	O&P Research II	1,2,3	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DRESR	Non-DL
		OPCSC	72203	Clinical Seminar III	3	TBD	2	Amandi Rhett, MS, CPO, FAAOP and Claire Horner, JD. MA	DONLN	DL
		OPCRC	78203	Clinical Rotation III	3	TBD	8	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
				Total Credit Hours for Semester:			12			
3	Fall	OPORC	62103	O&P Research III	1,2,3	TBD	2	Christopher Hovorka, PhD, MS, CPO, FAAOP	DRESR	Non-DL
		OPCRD	76104	Clinical Rotation IV	1,2	TBD	6	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
		OPCSD	71104	Clinical Seminar IV	1,2	TBD	1	Jared Howell, MS, CPO, FAAOP	DONLN	DL
		OPCRE	76105	Clinical Rotation V	2,3	TBD	6	Lisa Abernethy, MSPO, CPO	CPRAC	Non-DL
		OPCSE	71105	Clinical Seminar V	2,3	TBD	1	Ashley Mullen, PhD, MSAT, CPO	DONLN	DL
				Total Credit Hours for Semester:			16			
				TOTAL CREDIT HOURS FOR DEGREE			124			

DEGREE PLAN
OP Program: Cohort Matriculating 2024 and Graduating 2026

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Fall	OPANA	62101	Anatomical Sciences for O&P	2,3	7/29/24-9/24/24	2	Samantha Tippen	DLELA	Non-DL
		OPCC	61101	Cultural Competency for O&P	1,2	6/26/24-9/20/24	1	Jonnae Atkinson	DLECT	Non-DL
		HPHBC	61201	Health Behavioral Counseling I	2,3	08/14/24-11/14/24	1	Beth Garland	DLELA	Non-DL
		OPBMA	62101	Biomechanics I	1,2	6/20/24-9/04/24	2	Sally Kenworthy	DLECT	Non-DL
		OPTSA	62101	Technical and Safety Skills I	1,2,3	6/19/24-12/04/24	2	Jeremy Sherman	DLELA	Non-DL
		OPPEA	62101	Physical Examination I	1,2,3	6/20/24-10/18/24	2	Ashley Mullen	DLELA	Non-DL
		OPLOA	67101	Lower Limb Orthotic Management I	2,3	8/28/24-11/21/24	7	Sally Kenworthy	DLELA	Non-DL
		OPLPA	68101	Lower Limb Prosthetic Management I	2,3	8/28/24-11/26/24	8	Amandi Rhett	DLELA	Non-DL
		OPULO	64101	Upper Limb Orthotic Management	1,2	6/24/24-8/13/24	4	Megan Castille	DLELA	Non-DL
		OPPAT	62101	Pathophysiology for O&P	1,2,3	6/19/24-11/11/24	2	Lisa Abernethy	DLECT	Non-DL
		OPCPA	62101	Clinical Practice Mgmt.	1,2,3	7/15/24-12/02/24	2	Fanny Schultea	DLECT	Non-DL
		OPPED	64101	Pedorthic Management	1,2	6/19/24-8/23/24	4	Lisa Abernethy	DLELA	Non-DL
				Total Credit Hours for Semester:			37			
1	Spring	OPHRM	62201	Health Research Methods	2	3/19/25-5/16/25	2	Sally Kenworthy	DLECT	Non-DL
		OPPEB	62202	Physical Examination II	1,2	1/2/25-4/23/25	2	Ashley Mullen	DLELA	Non-DL
		OPBMB	62202	Biomechanics II	1,2	1/02/25-4/17/25	2	Sally Kenworthy	DLELA	Non-DL
		OPLOB	64202	Lower Limb Orthotic Management II	1,2	1/03/25-3/05/25	4	Ashley Mullen	DLELA	Non-DL
		OPLPB	68202	Lower Limb Prosthetic Management II	1,2	1/02/25-3/17/25	8	Jeremy Sherman	DLELA	Non-DL
		OPSCO	66201	Spinal & Cranial Orthotic Management	2,3	3/21/25-5/22/25	6	Amandi Rhett	DLELA	Non-DL
		OPULP	68201	Upper Limb Prosthetic Management	2,3	3/20/25-5/29/25	8	Jeremy Sherman	DLELA	Non-DL
		OPTTP	63201	Transition to Practice	3	5/22/25-6/04/25	3	Lisa Abernethy	DLELA	Non-DL
		OPTSB	62201	Technical and Safety Skills II	1,2,3	1/06/25-5/27/25	2	Jeremy Sherman	DLELA	Non-DL
				Total Credit Hours for Semester:			37			
2	Fall	OPORA	62101	O&P Research I	1,2,3	6/30/25-12/31/25	2	Ashley Mullen	DRESR	Non-DL
		OPCRA	78101	Clinical Rotation I	1,2,3	6/30/25-10/17/25	8	Lisa Abernethy	CPRAC	Non-DL
		OPCRB	78102	Clinical Rotation II* (not transcripted until spring 2)	3*	10/27/25-2/13/26	8	Lisa Abernethy	CPRAC	Non-DL
		OPCSA	72101	Clinical Seminar I	1,2,3	6/30/25-10/17/25	2	Jeremy Sherman	DONLN	DL
		OPCSB	72102	Clinical Seminar II* (not transcripted until spring 2)	3*	10/27/25-2/13/26	2	Beth Garland	DONLN	DL
				Total Credit Hours for Semester:			22			
2	Spring	OPORB	62202	O&P Research II	1,2,3	1/2/26-6/12/26	2	Ashley Mullen	DRESR	Non-DL
		OPCSC	72203	Clinical Seminar III	3	2/25/26-6/12/26	2	Claire Horner; Amandi Rhett	DONLN	DL
		OPCRC	78203	Clinical Rotation III	3	2/25/26-6/12/26	8	Lisa Abernethy	CPRAC	Non-DL
				Total Credit Hours for Semester:			12			
3	Fall	OPORC	62103	O&P Research III	1,2,3	TBD	2	Ashley Mullen	DRESR	Non-DL
		OPCRD	76104	Clinical Rotation IV	1,2	TBD	6	Lisa Abernethy	CPRAC	Non-DL
		OPCSD	71104	Clinical Seminar IV	1,2	TBD	1	Jared Howell	DONLN	DL
		OPCRE	76105	Clinical Rotation V	2,3	TBD	6	Lisa Abernethy	CPRAC	Non-DL
		OPCSE	71105	Clinical Seminar V	2,3	TBD	1	Ashley Mullen	DONLN	DL
				Total Credit Hours for Semester:			16			
				TOTAL CREDIT HOURS FOR DEGREE			124			

DEGREE PLAN

Clinical Psychology Program: Cohort Matriculating 2026 and Graduating 2031

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Fall	CPASA	73110	Psychological Assessment 1	1	8/11/2026-11/20/26	3	Jonathan Sober	DLECT	NON DL
		CPEXA	63110	Experimental Design and Statistics I	1	8/11/2026-11/20/26	3	TBD	DLECT	NON DL
		CPHSE	63112	History, Systems, and Ethics in Professional Psychology	1	8/11/2026-11/20/26	3	Andrea Bradford	DLECT	NON DL
		CPPSY	63114	Psychopathology Across the Lifespan	1	8/11/2026-11/20/26	3	Erika Trent	DLECT	NON DL
		HPHBC	61201	Health Behavioral Counseling	1	8/13/2026-11/11/2026	1	Beth Garland	DLECT	NON DL
				Total Credit Hours for Semester:			13			
1	Spring	CPASB	73120	Psychological Assessment II	1	1/4/2027-4/23/2027	3	TBD	DLECT	NON DL
		CPEXB	63120	Experimental Design and Statistics I	1	1/4/2027-4/23/2027	3	TBD	DLECT	NON DL
		CPITP	73122	Introduction to Psychotherapy	1	1/4/2027-4/23/2027	3	Erika Trent	DLECT	NON DL
		CPBBB	63122	Biological Bases of Behavior	1	1/4/2027-4/23/2027	3	Jonathan Sober	DLECT	NON DL
		CPSEM	81100	Area Seminar/Journal Club	1	1/4/2027-4/23/2027	1	Andrea Bradford	DLECT	NON DL
		CPPRO	72120	Professionalism and Ethics in Practice	2	5/10/2027-6/18/2027	2	TBD	DLECT	NON DL
		CPWRI	62120	Scientific Writing and Peer Review	2	5/10/2027-6/18/2027	2	Andrea Bradford	DLECT	NON DL
				Total Credit Hours for Semester:			17			
2	Fall	CPCUL	73210	Multicultural Issues in Psychological Assessment and Intervention	1	TBD	3	TBD	DLECT	NON DL
		CPCBT	83210	Advanced Topics in Behavioral and Cognitive Therapies	1	TBD	3	TBD	DLECT	NON DL
		CPINP	83100	Internal Practicum I	1	TBD	3	TBD	CPRAC	NON DL
		CPTHE	83102	Thesis I	1	TBD	3	TBD	DRESR	NON DL
		CPSEM	81100	Area Seminar/Journal Club	1	TBD	1	TBD	DLECT	NON DL
				Total Credit Hours for Semester:			13			
2	Spring	#####	#####	Area-specific course or Elective	1	TBD	3	TBD	DLECT	NON DL
		CPCAB	63210	Cognitive and Affective Bases of Behavior	1	TBD	3	TBD	DLECT	NON DL
		CPINP	83200	Internal Practicum II	1	TBD	3	TBD	CPRAC	NON DL
		CPTHE	83202	Thesis II	1	TBD	3	TBD	DRESR	NON DL
		CPSEM	81100	Area Seminar/Journal Club	1	TBD	1	TBD	DLECT	NON DL
		#####	#####	Area-specific course or Elective	2	TBD	2	TBD	DLECT	NON DL
		CPSOC	63250	Social Psychology	2	TBD	2	TBD	DLECT	NON DL
		CPDEM	80100	Defense of M.S. Thesis	1/2	TBD	0	TBD	DEXAM	NON DL
				Total Credit Hours for Semester:			17			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
3	Fall	CPEXP	83300	Advanced Practicum I	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83320	Dissertation	1	TBD	3	TBD	DRESR	NON DL
		#####	#####	Area-specific course or Elective	1	TBD	2-3	TBD	DLECT	NON DL
				Total Credit Hours for Semester:			8-9			
3	Spring	CPEXP	83300	Advanced Practicum II	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83320	Dissertation	1	TBD	3	TBD	DRESR	NON DL
		#####	#####	Area-specific course or Elective	1	TBD	2-3	TBD	DLECT	NON DL
				Total Credit Hours for Semester:			8-9			
4	Fall	CPEXP	83300	Advanced Practicum III	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83320	Dissertation	1	TBD	3	TBD	DRESR	NON DL
		#####	#####	Area-specific course or Elective (as needed)	1	TBD	2-3	TBD	DLECT	NON DL
				Total Credit Hours for Semester:			6-9			
4	Spring	CPEXP	83300	Advanced Practicum IV	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83320	Dissertation	1	TBD	3	TBD	DRESR	NON DL
			83300	Area-specific course or Elective (as needed)	1	TBD	2-3	TBD	DLECT	NON DL
		CPDED	83320	Dissertation Defense	1/2	TBD	0	TBD	DEXAM	NON DL
				Total Credit Hours for Semester:			6-9			
5	Fall	CPINT	83500	Internship I	1	TBD	*As required	TBD	CPRAC	NON DL
		CPDIS	83320	Dissertation (as needed)	1	TBD	*As required	TBD	DRESR	NON DL
				Total Credit Hours for Semester:			3			
5	Fall	CPINT	83520	Internship II	1	TBD	*As required	TBD	CPRAC	NON DL
		CPDIS	83320	Dissertation (as needed)	1	TBD	*As required	TBD	DRESR	NON DL
				Total Credit Hours for Semester:			3			
				TOTAL CREDIT HOURS FOR DEGREE			>= 96			

ADDENDUM TO THE SCHOOL OF HEALTH PROFESSIONS 2026-2027 COURSE CATALOG
August 17, 2026

Academic Year: 2026-2027

Program: Clinical Psychology Ph.D. Program

Approved by the Dean: August 17, 2026

August 17, 2026. This addendum serves to amend and clarify the Clinical Psychology Ph.D. Program Degree Plan and Course Descriptions as published in the School of Health Professions 2026-2027 Course Catalog. The revisions below reflect approved updates to course numbering, course sequencing, and course descriptions to ensure consistency with institutional and Registrar requirements. This addendum updates course numbering, course sequencing, and associated course descriptions for the Clinical Psychology Ph.D. Program and should be considered an official supplement to the published SHP Course Catalog until incorporated into the next catalog revision cycle.

I. Clinical Psychology Degree Plan Revisions

The following revisions have been made to the Clinical Psychology Degree Plan:

Year 1
Spring

- Area Seminar/Journal Club renamed Area Seminar/Journal Club I. Course number changed from CPSEM 81100 to CPSEM 81101.

Year 2
Fall

- Area Seminar/Journal Club renamed Area Seminar/Journal Club II.
- Course number changed from CPSEM 81100 to CPSEM 81102.

Spring

- Area Seminar/Journal Club renamed Area Seminar/Journal Club III.
- Course number changed from CPSEM 81100 to CPSEM 81103.
- Social Psychology course number changed from CPSOC 63250 to CPSOC 62250.

Year 3
Fall

- Dissertation renamed Dissertation I.
- Course number changed from CPDIS 83320 to CPDIS 83321.
- Advanced Practicum I course number changed from CPEXP 83300 to CPEXP 83301.

Spring

- Dissertation renamed Dissertation II.
- Course number changed from CPDIS 83320 to CPDIS 83322.
- Advanced Practicum II course number changed from CPEXP 83300 to CPEXP 83302

Year 4

Fall

- Dissertation renamed Dissertation III.
- Course number changed from CPDIS 83320 to CPDIS 83323.
- Advanced Practicum III course number changed from CPEXP 83300 to CPEXP 83303.

Spring

- Dissertation renamed Dissertation IV.
- Course number changed from CPDIS 83320 to CPDIS 83324.
- Advanced Practicum IV course number changed from CPEXP 83300 to CPEXP 83304.
- Dissertation Defense course number changed from 83320 to 80400.

Year 5

Fall

- Dissertation renamed Dissertation V (as needed).
- Course number changed from CPDIS 83320 to CPDIS 83325.

Spring

- Dissertation renamed Dissertation VI (as needed).
- Course number changed from CPDIS 83320 to CPDIS 83326.

II. Clinical Psychology Course Description Revisions

Course abbreviations and course numbers have been added to all course listings within the Clinical Psychology Ph.D. Program.

Added Course descriptions for previously missing courses.

- **Internal Practicum I & II (CPIPA 83100 & CPIPB 83200)**
  This two-course sequence represents the clinical learning experience in the program's in-house training clinic. Students will carry an agreed-upon caseload under the supervision of one or more faculty supervisors who will directly observe a sample of the student's clinical activities and provide feedback. Supervision will consist of both individual and group modalities, and students will be exposed to models and techniques of supervision. In addition to faculty supervision, students may receive supplemental supervision from advanced graduate students, predoctoral interns, and/or postdoctoral fellows.
  Credits: 3
  Term: Fall and Spring, Year 3

- **Thesis I & II (CPTHA 83102 & CPTHB 83202)**
  This two-course sequence represents a mentored experience in the conduct of research leading to a written master's thesis. Students are eligible to enroll after establishing a formal research mentoring agreement by the end of Year 1. Thesis I and II are pass/fail courses.

- **Defense of MS Thesis (CPDEM 80100)**
  Students are enrolled in this zero-credit-hour course during the term in which their completed master's thesis is evaluated.

- **Advanced Practicum I-IV (CPEXP 83301-83304)**
  This course represents an organized clinical learning experience for students who have successfully completed Internal Practicum II. Practicum placements may be at Baylor College of Medicine, other Texas Medical Center institutions, or community agencies and clinics approved by the Program Director. Students carry an agreed-upon caseload under faculty supervision and participate in recurring peer supervision meetings.
  Credits: 3
  Term: Fall and Spring, Years 3 and 4

- **Dissertation I-VI (CPDIS 83321-83326)**
  This course represents a mentored experience in the conduct of research leading to the doctoral dissertation. Students are eligible to enroll after establishing a formal research mentoring agreement, completing requirements for the Master of Science degree, and successfully defending their dissertation proposal. Dissertation courses are graded on a pass/fail basis.

- **Dissertation Defense (CPDED 80400)**
  Students are enrolled in this zero-credit-hour course during the term in which their completed dissertation is evaluated.

- **Internship I & II (CPINA 83500 & CPINB 83520)**
  This two-course sequence represents the student's participation in a formal, full-time clinical training experience following successful matching to a predoctoral internship after Year 4. The internship serves as the capstone clinical training experience and, together with successful dissertation completion, is required for conferral of the Ph.D. degree. Internship I and II are pass/fail courses.

Clinical Psychology Ph.D. Program Course Descriptions

Psychological Assessment I (CPASA 73110)
This course is designed for clinical psychology students during their first year of training. Students will be oriented to the foundational theories, methods, and scientific principles underlying psychological assessment. The course emphasizes behavioral, therapeutic, and intellectual assessment. Students develop an understanding of the psychometric properties of assessment instruments and learn to critically evaluate the appropriateness and limitations of commonly used assessment tools. Learning activities include in-class discussion of assigned readings, student-led lectures, structured observations, and supervised administration and scoring of assessment instruments. Students will be introduced to clinical interviewing and report writing.
Credits: 3, Fall
Course Director: Jonathan Sober

Psychological Assessment II (CPASB 73120)
This course is designed for clinical psychology students during their first year of training and follows Psychological Assessment I. This course covers the use of objective, or standardized, self-report and structured behavioral, psychological, and personality assessments, primarily in the setting of clinical and diagnostic evaluation. Learning activities include in-class discussion of assigned readings, student-led lectures, observations, and supervised test administration and scoring. Students will learn to prepare reports that integrate objective testing data with other information collected during a psychological assessment.
Credits: 3, Spring Term 1
Course Director: TBD

Experimental Design and Statistics I (CPEXA 63110)
This course is designed for clinical psychology students in their first year of training. The course uses didactic lectures, discussion, guided practice, and problem sets to introduce students to methods for sampling, data collection, and hypothesis testing in clinical psychological science. Content will include fundamentals of probability, data visualization, descriptive statistics, and principles of statistical inference, with applications to descriptive and observational research designs. Students will apply standards to promote transparency and reproducibility in reporting empirical methods and findings.
Credits: 3, Fall
Course Director: TBD

Experimental Design and Statistics II (CPEXB 63120)
This course is designed for clinical psychology students during their first year of training and follows Experimental Design and Statistics I. The course introduces students to linear modeling as a flexible approach to data analysis for a variety of observational and experimental study designs. Other topics include nonparametric tests, logistic regression, and power analysis. While working with simulated or real data sets, students will learn to apply data management principles and basic statistical programming.
Credits: 3, Spring Term 1
Course Director: TBD

History, Systems, and Ethics in Professional Psychology (CPHSE 63112)
This course explores the evolution of psychology as a scientific and applied discipline. This is a discussion-oriented and writing-intensive course through which students will examine key developments in the field through the lenses of philosophy, history, and sociopolitical context. Throughout the course, students will critically examine the foundations of scientific knowledge claims in psychology.
Credits: 3, Fall
Course Director: Andrea Bradford

Psychopathology Across the Lifespan (CPPSY 63114)
This course is designed for clinical psychology students during their first year of training. The course introduces students to the definitions, classification, and clinical presentations of mental disorders. Emphasis is placed on the developmental bases of these disorders, including etiology and trajectories across the lifespan. Through didactic lectures, class discussions, and case conceptualizations, students acquire knowledge of diagnostic criteria, apply diagnostic skills, and critically examine scientific, cultural, and professional considerations in psychopathology.
Credits: 3, Fall
Course Director: Erika Trent

Health Behavior Counseling [cross listed as HPHBC 61201]
This course introduces counseling and behavioral science theories, skills, and tools to enhance learners' communication skills and understanding of the process of health behavior change. Behavior change stages and processes are introduced using the Transtheoretical Model and social learning theories, with a focus on applying Motivational Interviewing skills. Learning activities include role play, observation of self-help support group sessions, simulated patient encounters, and critical reflection to help learners develop an intimate understanding of the process of change and increase empathy for patients attempting to change health behaviors.
Credits: 1, Fall
Course Director: Beth Garland

Introduction to Psychotherapy (CPITP 73122)
This course introduces students to empirically supported psychological interventions, with a primary focus on interventions for adults. Learning activities include in-class discussions of assigned readings, case formulations, and role play. Students acquire knowledge on empirically supported treatments (ESTs), critically evaluate empirical evidence, describe cultural considerations in psychotherapy, develop foundational skills in clinical interview and intervention techniques, and apply therapy techniques from specific ESTs. Emphasis is placed on cognitive and behavioral therapies, while introducing students to other empirically supported approaches.
Credits: 3, Spring Term 1
Course Director: Erika Trent

Biological Bases of Behavior (CPBBB 63122)
This introductory course provides graduate students with a foundational understanding of the biological bases of behavior. The course surveys core concepts in neuroscience relevant to functioning, including basic neuroanatomy, brain development, and the foundational neural systems underlying perception, emotion, and cognition. Students will develop fluency with key terminology and conceptual models of these relationships. Learning activities include lectures, guided discussion of assigned readings, applied examples, and integrative exercises.
Credits: 3, Spring Term 1
Course Director: Jonathan Sober

Area Seminar/Journal Club I – III (CPSEM 81101 – 81103)
This course covers a review of current literature relating to advances in clinical psychology and is required for first and second year students beginning the Spring semester of Year 1. Students may take this course up to 3 times for credit to count toward area requirements. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings in the literature.
Credit: 1, Fall and Spring
Course Directors: TBD

Professionalism and Ethics in Practice (CPPRO 72120)
This course is required before entering the second-year internal practicum in the training clinic. Through this course, students will be able to integrate ethical principles, scientific evidence, and regulations governing the practice of psychology to address several areas of clinical practice including: 1) informed consent, 2) establishing limits and scope of practice, 3) communicating effectively with referring clinicians and others involved in the patient's care, 4) maintaining patient records, 5) mandated reporting, and 6) suicide risk assessment and intervention. Students will also learn fundamentals of practice management and quality improvement. The course will consist of a combination of lecture, student discussion, role plays, and mock practice activities.
Credits: 2, Spring Term 2
Course Director: TBD

Scientific Writing and Peer Review (CPWRI 62120)
This course will serve as preparation for the master's thesis (Thesis I) and publications. The focus of the course is written communication of scientific work through peer reviewed journals. Students in the course will be oriented to scientific writing and style, best practices for creating visual elements (e.g., tables and figures), and publication ethics. Students will also gain firsthand experience and feedback as peer reviewers.
Credits: 2, Spring Term 2
Course Director: Andrea Bradford

Internal Practicum I & II (CPIPA 83100 & CPIPB 83200)
This two-course sequence represents the clinical learning experience in the program's in-house training clinic. Students will carry an agreed-upon case load under the supervision of one or more faculty supervisors who will directly observe a sample of the student's clinical activities and provide feedback. Supervision will consist of both individual and group modalities, and students will be exposed to models and techniques of supervision. In addition to faculty supervision, students may receive supplemental supervision from advanced graduate students, predoctoral interns, and/or postdoctoral fellows.
Credits: 3, Fall and Spring Year 3

Thesis I & II (CPTHA 83102 & CPTHB 83202)
This two-course sequence represents a mentored experience in the conduct of research leading to a written master's thesis. Students are eligible to enroll in the course after establishing a formal research mentoring agreement by the end of Year 1. Thesis I & II are pass/fail courses.

Defense of MS Thesis (CPDEM 80100)
Students are enrolled in this zero-credit hour course during the term in which their completed master's thesis is evaluated.

Multicultural Issues in Psychological Assessment and Intervention (CPCUL 73210)
This course introduces students to knowledge and skills to enhance cultural competence. The course will cover major theories and perspectives on culture, identity, and social dynamics relevant to psychological science and practice. Through reflective exercises, directed readings, and in-class discussion, students will learn to incorporate knowledge and reflective practices to be inclusive and responsive to the needs of diverse populations.
Credits: 3, Fall
Course Director: TBD

Clinical Health Psychology (CPHEA 83360)
This course meets partial requirements for the clinical health psychology area of emphasis. Students will develop knowledge of key theories in health psychology and critically evaluate their applications to improving the health of individuals and populations. Topics covered include but are not limited to health behavior promotion, stress and coping in acute and chronic health conditions, and adherence to treatment.
Credits: 3, Fall
Course Director: TBD

Integrated Care and Interdisciplinary Practice (CPIIC 83362)
This course meets partial requirements for the clinical health psychology area of emphasis and prepares students to provide assessment, intervention, and consultation in primary and specialty medical care settings. Through a combination of didactics, role-plays, directed readings, and live observation/shadowing, students will acquire knowledge and skills to collaborate effectively with professionals in other disciplines, ethically navigate issues of role scope and overlap, and adapt psychological services for specific populations and medical care settings.
Credits: 3, Spring
Course Director: TBD

Advanced Topics in Behavioral and Cognitive Therapies (CPCBT 83210)
Students engage in an in-depth examination of theoretical developments in current research on behavioral and cognitive therapies. Students will learn the basis for evaluating components of therapy, mechanisms of change, and delivery modalities. Course content will cover seminal articles on efficacy and effectiveness of behavioral and cognitive therapies, as well as contemporary findings and their clinical implications.
Credits: 3, Fall
Course Director: TBD

Advanced Seminar in Clinical Psychological Science (CPCPS 83380)
This course meets partial requirements for the clinical psychology area of emphasis. The course provides and overview of contemporary topics in clinical psychological science. Topical emphasis areas may include specific disorders, treatment approaches, and/or research methods. Students complete assigned readings, conduct in-depth class discussion, and prepare relevant written work. In doing so, students learn to critically evaluate clinical psychological science and apply current knowledge and methods to their own research and practice.
Credits: 3, Fall
Course Director: TBD

Functional Neuroanatomy (CPFNA 83340)
This course meets partial requirements for the clinical neuropsychology area of emphasis. This course provides an advanced examination of the structural and functional organization of the human nervous system, with an emphasis on brain–behavior relationships relevant to clinical psychology and neuroscience. Students will integrate foundational neuroanatomy with advanced and contemporary models of neural functioning and neuroimaging. Learning activities include lectures, guided discussions of primary and applied readings, and interactive neuroanatomy exercises.
Credits: 3, Fall
Course Director: TBD

Foundations in Clinical Neuropsychology (CPNEU 83342)
This course meets partial requirements for the clinical neuropsychology area of emphasis. This course offers advanced instruction in the theoretical foundations, methods, and clinical applications of neuropsychological assessment across the lifespan. Emphasis is placed on brain–behavior relationships, neurological conditions, and the use of neuropsychological assessment in clinical contexts. Students are introduced to major cognitive systems and associated neuropsychological assessments as well as neurocognitive disorders, with attention to underlying etiological mechanisms. Learning activities include in-class discussions of assigned readings, case-based analyses, and the development of sample comprehensive neuropsychological reports for clinical referral and treatment planning.
Credits: 3, Spring
Course Director: TBD

Practical Applications in Neuropsychological Assessment (CPPAN 82344)
This course meets partial requirements for the clinical neuropsychology area of emphasis. This course provides training in administration, scoring, and interpretation of commonly used neuropsychological assessments. Students are introduced to neuropsychological test batteries and relevant individual tests. Learning activities include in-class discussion of measures, supervised observation and administration of neuropsychological measures, and integration of real word case-based examples.
Credits: 2, Spring Term 2
Course Director: TBD

Cognitive and Affective Bases of Behavior (CPCAB 63210)
This course introduces core theoretical frameworks and empirical findings in cognitive psychology and affective science. Students examine classic and contemporary theories that specify information processing architectures and representational systems underlying cognition and affect. The course will cover theoretical accounts of how these systems interact, with applications to language, reasoning, memory, decision-making, motivation, and emotion regulation. Learning activities include lectures, structured analysis of seminal and current theoretical readings, conceptual exercises, and discussion of experimental paradigms used to test cognitive and affective theories.
Credits: 3, Spring Term 1
Course Director: TBD

Social Psychology (CPSOC 62250)
This course provides an overview of major theories and seminal research findings in social psychology. Students will be introduced to the study of how social and organizational factors influence thoughts, feelings, and behaviors of individuals. Through class discussions, assigned readings, and written work, students will critically examine and apply theory to anticipate behaviors that arise within various social contexts.
Credits: 2, Spring Term 2
Course Director: TBD

Advanced Practicum I – IV (CPEXP 83301 – 83304)
This course represents an organized clinical learning experience for students who have successfully completed Internal Practicum II. Practicum placements (generally around 16 hours or two days per week) may be at BCM, other Texas Medical Center institutions, or community agencies and clinics that have been approved by the Program Director. Students will carry an agreed-upon case load under the supervision of one or more faculty supervisors. Students will participate in recurring peer supervision meetings that include other third-year and fourth-year students across different practica.
Credits: 3, Fall and Spring Years 3 & 4

Dissertation I – VI (CPDIS 83321 – 83326)
This course represents a mentored experience in the conduct of research leading to the doctoral dissertation. Students are eligible to enroll in the course after establishing a formal research mentoring agreement by the end of Year 1, after completing requirements for the MS degree, and after successfully defending their dissertation proposal. Dissertation is a pass/fail course.

Dissertation Defense (CPDED 80400)
Students are enrolled in this zero-credit hour course during the term in which their completed dissertation is evaluated.

Internship I & II (CPINA 83500 & CPINB 83520)
This two-course sequence represents the student's engagement a formal, full-time clinical training experience for students who have matched to a predoctoral internship after Year 4. The internship is a capstone clinical training experience which, alongside successful defense of the dissertation, must be completed successfully for the Ph.D. degree. Internship I & II are pass/fail courses.

DEGREE PLAN

Clinical Psychology Program: Cohort Matriculating 2026 and Graduating 2031

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
1	Fall	CPASA	73110	Psychological Assessment I	1	8/11/2026-11/20/26	3	Jonathan Sober	DLECT	NON DL
		CPEXA	63110	Experimental Design and Statistics I	1	8/11/2026-11/20/26	3	TBD	DLECT	NON DL
		CPHSE	63112	History, Systems, and Ethics in Professional Psychology	1	8/11/2026-11/20/26	3	Andrea Bradford	DLECT	NON DL
		CPPSY	63114	Psychopathology Across the Lifespan	1	8/11/2026-11/20/26	3	Erika Trent	DLECT	NON DL
		HPHBC	61201	Health Behavioral Counseling	1	8/13/2026-11/11/26	1	Beth Garland	DLECT	NON DL
				Total Credit Hours for Semester:			13			
1	Spring	CPASB	73120	Psychological Assessment II	1	1/4/2027-4/23/2027	3	TBD	DLECT	NON DL
		CPEXB	63120	Experimental Design and Statistics II	1	1/4/2027-4/23/2027	3	TBD	DLECT	NON DL
		CPITP	73122	Introduction to Psychotherapy	1	1/4/2027-4/23/2027	3	Erika Trent	DLECT	NON DL
		CPBBB	63122	Biological Bases of Behavior	1	1/4/2027-4/23/2027	3	Jonathan Sober	DLECT	NON DL
		CPSEM	81101	Area Seminar/Journal Club I	1	1/4/2027-4/23/2027	1	Andrea Bradford	DLECT	NON DL
		CPPRO	72120	Professionalism and Ethics in Practice	2	5/10/2027-6/18/2027	2	TBD	DLECT	NON DL
		CPWRI	62120	Scientific Writing and Peer Review	2	5/10/2027-6/18/2027	2	Andrea Bradford	DLECT	NON DL
				Total Credit Hours for Semester:			17			
2	Fall	CPCUL	73210	Multicultural Issues in Psychological Assessment and Intervention	1	TBD	3	TBD	DLECT	NON DL
		CPCBT	83210	Advanced Topics in Behavioral and Cognitive Therapies	1	TBD	3	TBD	DLECT	NON DL
		CPIPA	83100	Internal Practicum I	1	TBD	3	TBD	CPRAC	NON DL
		CPTHA	83102	Thesis I	1	TBD	3	TBD	DRESR	NON DL
		CPSEM	81102	Area Seminar/Journal Club II	1	TBD	1	TBD	DLECT	NON DL
				Total Credit Hours for Semester:			13			
2	Spring	#####	#####	Area-specific course or Elective	1	TBD	3	TBD	DLECT	NON DL
		CPCAB	63210	Cognitive and Affective Bases of Behavior	1	TBD	3	TBD	DLECT	NON DL
		CPIPB	83200	Internal Practicum II	1	TBD	3	TBD	CPRAC	NON DL
		CPTHB	83202	Thesis II	1	TBD	3	TBD	DRESR	NON DL
		CPSEM	81103	Area Seminar/Journal Club III	1	TBD	1	TBD	DLECT	NON DL
		#####	#####	Area-specific course or Elective	2	TBD	2	TBD	DLECT	NON DL
		CPSOC	62250	Social Psychology	2	TBD	2	TBD	DLECT	NON DL
		CPDEM	80100	Defense of M.S. Thesis	1/2	TBD	0	TBD	DEXAM	NON DL
				Total Credit Hours for Semester:			17			
3	Fall	CPEXP	83301	Advanced Practicum I	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83321	Dissertation I	1	TBD	3	TBD	DRESR	NON DL
		#####	#####	Area-specific course or Elective	1	TBD	2-3	TBD	DLECT	NON DL
				Total Credit Hours for Semester:			8-9			
3	Spring	CPEXP	83302	Advanced Practicum II	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83322	Dissertation II	1	TBD	3	TBD	DRESR	NON DL
		#####	#####	Area-specific course or Elective	1	TBD	2-3	TBD	DLECT	NON DL
				Total Credit Hours for Semester:			8-9			

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Semester Credit Hrs	Course Director	Course Type	DL/Non-DL
4	Fall	CPEXP	83303	Advanced Practicum III	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83323	Dissertation III	1	TBD	3	TBD	DRESR	NON DL
		#####	#####	Area-specific course or Elective (as needed)	1	TBD	2-3	TBD	DLECT	NON DL
				Total Credit Hours for Semester:			6-9			
4	Spring	CPEXP	83304	Advanced Practicum IV	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83324	Dissertation IV	1	TBD	3	TBD	DRESR	NON DL
		#####	#####	Area-specific course or Elective (as needed)	1	TBD	2-3	TBD	DLECT	NON DL
		CPDED	80400	Dissertation Defense	1/2	TBD	0	TBD	DEXAM	NON DL
				Total Credit Hours for Semester:			6-9			
5	Fall	CPINA	83500	Internship I	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83325	Dissertation V (as needed)	1	TBD	*As required	TBD	DRESR	NON DL
				Total Credit Hours for Semester:			3			
5	Fall	CPINB	83520	Internship II	1	TBD	3	TBD	CPRAC	NON DL
		CPDIS	83326	Dissertation VI (as needed)	1	TBD	*As required	TBD	DRESR	NON DL
				Total Credit Hours for Semester:			3			
				TOTAL CREDIT HOURS FOR DEGREE			>= 96			