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MASTER OF PHYSICIAN ASSISTANT STUDIES

The mission of the Department of Physician Assistant Studies is to prepare outstanding Physician Assistants to recognize and treat acute and chronic illness and promote health. The Department of Physician Assistant Studies makes lives better by improving the healthcare, health outcomes and well-being of patients and their families through education, practice, service and research.

The vision of the Department of Physician Assistant Studies is to be a recognized leader in health care education, scholarship, and service. This vision includes the education and training of competent and caring health care providers who will meet the needs of society, faculty, staff, and student service to the community and region; and scholarship that will impact, advance, and add to the knowledge of humanity and health.

Students who successfully complete the program receive a Master of Physician Assistant Studies (M.P.A.S.) degree. Graduates are eligible to sit for the Physician Assistant National Certifying Exam (PANCE) (http://www.nccpa.net/BecomingCertified/) given by the National Commission for Certification of Physician Assistants. Passing the PANCE is required for licensure in all states.

The UT Health San Antonio Physician Assistant Studies program has been approved to expand the reach of this educational program offering: a distant campus location PA Program in Laredo, Texas. Programmatic approval has been granted from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the program will begin the first cohort of students in May of 2021.

The Master of Physician Assistant Studies program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) (http://www.arc-pa.org/), 12000 Findley Road, Suite 150, Johns Creek, GA, 30097; phone (770) 476-1224, fax (770) 476-1738.

Admissions Requirements

Two separate applications; (1) CASPA application and (2) the PAS Supplemental Application are required. Both must be submitted through the Central Application Service for Physician Assistants (https://caspa.liaisoncas.com/applicant-ux/#/login) (CASPA).

- The CASPA application, the PAS Supplemental Application, official transcripts, two reference letters, all other supporting documents and fees must be submitted and your CASPA status must be listed as completed (https://help.liaisonedu.com/CASPA-Applicant_Help_Center/Starting_Your_CASPA_Application/Getting_Started_with_Your_CASPA_Application/3_CASPA_Pa the specified CASPA application deadline.

- Prior-year applicants must submit a new application and are not guaranteed an interview or admission into the program. Questions about re-application should be directed to the School of Health Professions’ Office of Admissions and Special Programs (https://www.uthscsa.edu/academics/health-professions/) and/or CASPA.

Altus Suite - admissions assessments of non-cognitive skills

All applicants are required to complete Altus Suite as part of the application to be eligible for the current admissions cycle.

Altus Suite consists of a two-part online assessment of non-cognitive skills, interpersonal characteristics, and personal values and priorities that we believe are important for successful students and graduates of our program.

- **Casper**: a 60-90 minute online situational judgment test (SJT)
- **Snapshot**: a 10-minute one-way interview with standardized questions

You will register for Altus Suite for the US Professional Health Sciences test (CSP-10101). After completion, ensure you have selected UT Health at San Antonio (UTHSCSA) for distribution before the posted Distribution Deadline.

Access www.TakeAltus.com (https://takealtus.com/) to create an account and for more information on important dates and requirements, and the Altus Suite assessments.

Applicant open houses are typically offered during the spring semester. Applicants are encouraged to seek advisement from their college counselors or the Health Professions’ Office of Admissions and Special Programs (https://www.uthscsa.edu/academics/health-professions/) at (866) 802-6288 (toll-free) or (210) 567-6220.

Admission requirements for the Master of Physician Assistant Studies program include:

- Bachelor’s degree from a regionally accredited college or university
- Completion of the CASPA application
- Completion of the Supplemental application
- Payment of the non-refundable Supplemental application fee
- Completion of Altus Suite online assessments (Casper and Snapshot)
- Meet the minimum Technical Standards (https://www.uthscsa.edu/academics/health-professions/programs/physician-assistant-studies-ms/technical-standards/), with or without reasonable accommodations
- Minimum overall GPA of 3.0 on a 4.0 scale
- Minimum science GPA of 3.0 on a 4.0 scale
- A grade of C or better in the individual prerequisite classes
- All required prerequisite courses MUST BE completed within ten years of class matriculation and completed by the specified CASPA application deadline (Note: no prerequisites can be in progress after the deadline date):
  - Human Anatomy and Physiology I and II with labs, 8 semester credit hours*
  - **NOTE**: Human Anatomy with Lab (4 SCH) and Human Physiology (4 SCH) sequence also meets the Anatomy and Physiology requirements. Neither Human Anatomy & Physiology (4 SCH) sequence also meets the Anatomy and Physiology requirements.
  - General Chemistry I and II with labs, 8 semester credit hours*
  - Organic Chemistry I with lab, 4 semester credit hours*
  - Microbiology with lab, 4 semester credit hours*
  - Genetics, 3 semester credit hours
  - Statistics-any discipline-specific course is acceptable, 3 semester credit hours
• Psychology (general, introductory, abnormal or developmental), 3 semester credit hours

*All required science courses MUST BE for science majors and include a laboratory component.

No Credit by Exam or AP credit can be used to fulfill any prerequisite coursework.

No online courses will be accepted to fulfill science prerequisites.

NOTE: Please refer to the Future Prerequisite/Admission (https://www.uthscsa.edu/academics/health-professions/future-prerequisitesadmission-changes/) Changes for current prerequisite requirement accommodations for those affected by COVID-19 guidelines

• Submission of the Graduate Record Examination (GRE) (http://www.ets.org/gre/) official scores up to five years old. There is no minimum score requirement.
• Two reference letters - sent directly to CASPA
• Any additional materials required by CASPA
• Submission of official transcripts from each individual college/university currently or previously attended - must be mailed directly to CASPA only (Do not send transcripts to the Health Science Center)
• Applicants who are enrolled in college courses at the time of application should submit an official transcript showing courses in progress. An updated transcript must be submitted upon completion of the courses. Note: Transfer credits indicated on another school's transcript are not accepted in lieu of submitting the original institution record for that coursework.
• Check course equivalencies for Texas institutions using the Texas Common Course Numbering System (TCCNS) (https://www.tccns.org/)

International applicants only:
• Submit Test of English as a Foreign Language (TOEFL) (http://www.ets.org/toefl/) scores; minimum scores 560 (paper) or 68 (Internet).
• Transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by a NACES Members evaluation (http://www.naces.org/) agency English translation for each course.

NOTE: Information received by University officials regarding individual applicants outside of the formal admissions process or CASPA system will not be considered in the admissions review or selection process.

Admissions Process
After reviewing eligible applications, the Admissions Committee invites applicants to visit the campus for in-person multiple mini interviews. After the interviews, the Admissions Committee conducts a final review and will notify candidates of its final decisions.

Admission and enrollment practices that favor specified individuals or groups
As part of the Health Science Center PA program’s holistic process, all applicants are evaluated based on multiple performance and experience based data points; these include overall GPA, science GPA, hours of community service, hours of health care experience, hours of PA shadowing, history of military service or an affiliation with a medically underserved region. While none of these items, individually or in combination, guarantee selection, they have the capacity to augment the applicant’s overall submission.

LEAP: The Laredo Early Admissions Program (LEAP) is designed to assist students in the Laredo and Webb county area with admissions to health professions programs at UT Health San Antonio. Through the LEAP agreement, first-time TAMU freshmen are guided through courses and other requirements needed to earn a Bachelor of Science (B.S.) degree at TAMU. After meeting the necessary requirements and a successful application process, students are then given the opportunity to enter one of four master’s degree programs or a doctoral degree program in the School of Health Professions at UT Health. Students who wish to matriculate to the program are subject to all the same admissions requirements to include successful performance during the multiple mini interview in order to be offered admission to the PA studies program. This policy is the same for both main and distant campus sites. For more information on LEAP, see the following link: http://laredo.uthscsa.edu/health/leap-agreement.asp

Campus Location: The PA program will be offered on the main campus at UT Health San Antonio and at the regional campus in Laredo, Texas. All applicants are asked to select their campus location preference upon submission of their CASPA application as either "San Antonio", "Laredo", or "either campus". Priority for the Laredo campus will be given to graduates from the Laredo Early Admissions Program (LEAP), applicants from Laredo who qualify through the normal admissions process outside of LEAP and choose the Laredo campus in CASPA, and those from outside of Laredo who desire to attend the Laredo campus and practice in Laredo Webb County area after graduation. The regional campus provides a unique learning opportunity for individuals demonstrating a predisposition towards aiding and supporting a medically underserved population. For more information on Laredo Extension Program, see the following link: https://www.uthscsa.edu/academics/health-professions/programs/physician-assistant-studies-ms/laredo-pa-extension-program (https://www.uthscsa.edu/academics/health-professions/programs/physician-assistant-studies-ms/laredo-pa-extension-program/)

Advanced placement, transfer credit, and credit for experiential learning
There is no advanced placement for academic work completed prior to matriculation or for any type of work or health care experience. No prerequisite coursework may be used for credit or substitution for a PA curriculum course.

Transfer of Credit: Individuals are not allowed to transfer credits from other Physician Assistant programs. Such prior study will not be considered as fulfilling any requirement of the UTHSCSA PA program.

Credit for Experiential Learning: No credit for experiential learning will be granted for a course in the curriculum. Credit for Experiential Learning will not be awarded for any Supervised Clinical Practice rotation.

Credit by Examination: No course may be credited by examination.

Technical Standards
Candidates for the UTHSCSA PA program must be able to meet these minimum Technical Standards (http://www.uthscsa.edu/sites/default/files/TECHNICAL%20STANDARDS%20FOR%20PHYSICIAN%20ASSISTANT%20STUDENTS%202018.pdf) with or without reasonable accommodation.
Suggestions for overall CASPA submission improvement

- Health care experience - hands-on patient contact
- Shadow hours (PA, MD, DO, and NP)
- Community service
- Completion of Basic Life Support and Advanced Cardiac Life Support courses
- Achieving a grade of B or better in all prerequisite coursework

The above recommendations are application enhancing. Completion does not guarantee an interview or selection into the UTHSCSA PA Program.

Future Prerequisite/Admission Changes

For those individuals planning on applying for the next application cycle, it is recommended that you check the UTHSCSA Physician Assistant Studies Future Prerequisites/Admission web page (https://www.uthscsa.edu/academics/health-professions/future-prerequisitesadmission-changes/) for any changes.

Degree Requirements

The Master of Physician Assistant Studies (MPAS) program is an intense didactic and clinical program that consists of 126 semester credit hours. The curriculum is designed to prepare outstanding physician assistants to recognize and treat acute and chronic illness and promote health. The program begins in the summer semester and runs continuously for 30 months. The didactic component of the curriculum consists of classroom, laboratory, and clinical preparation. Didactic instruction is designed to prepare the student to successfully complete clinical rotations, and ultimately, for practice as a physician assistant.

The MPAS program is based on traditional semesters. The final months of the program include supervised clinical practice experiences (clinical rotations) and occur in sites throughout Texas. Students must be prepared to travel outside the San Antonio area and assume the cost of travel and any housing associated with all rotations.

- Rotations are full-time clinical experiences (minimum of 40+ hours per week).
- During clinical rotations, the students will have an opportunity to participate in an area of concentration of their choice.
- A pass-fail Summative evaluation is administered during the final four months of the program. Students must pass the Summative examination to qualify for graduation.
- All students are required to complete a research project prior to graduation.
- There are a number of interprofessional and community volunteer/service-learning opportunities

Grading and Advancement

Grading standards, symbols, grade point scales, GPA determinations, and other considerations regarding the quality of work of students are the prerogative of the faculty of the program, as are issues of promotion and advancement.

The standing of students in their work is expressed by the following grades:

A = Excellent
B = Above Average
C = Average
F = Failure
P = Pass
I = Incomplete
IP = In progress

All coursework in the PA Studies Program that receives a letter grade must be passed with either a grade of "C" or better. In courses that are Pass/Fail, the student must receive a "P".

If a PA curriculum course is offered by another department and that department allows a grade of "D", the PAS Department views that grade as not meeting the "C" requirement. A grade of "D" will be treated in the same manner as a grade of "F".

To advance each semester, unconditionally, students must meet all of the following:

1. Pass all courses with a minimum grade of "C" or "P"
2. Maintain an overall (cumulative) GPA of 2.75 or greater
3. Meet competencies as outlined by program-established Entrustable Professional Activities (EPAs) and Milestones
4. Have faculty approval for advancement based on:
   - Professionalism
   - Academic performance
   - Effort
   - Demeanor

To advance unconditionally to the Supervised Clinical Practice year, a student must also be BLS and ACLS certified (students will be provided the opportunity to complete BLS and ACLS during their didactic training).

Graduation Requirements

Masters degrees are awarded by the Board of Regents following the student's completion of the prescribed course of study, the recommendation of the faculty, and the certification by the Dean of the School of Health Professions and the President of the Health Science Center that the candidate has fulfilled all requirements for the degree and certificate. Graduation from the Department of Physician Assistant Studies professional entry-level graduate physician assistant program requires students to have an overall GPA of 2.75/4.0 scale.

Degrees are conferred only on official dates publicly announced. The Master of Physician Assistant Studies (MPAS) will be conferred upon those students who have successfully completed all program requirements (including successful completion of the Summative evaluation).

It is the responsibility of the student to apply for graduation online using the student portal in the semester prior to anticipated graduation or at registration for the final year. Notices are sent from the Office of the University Registrar.

As in any educational setting, the student has the primary responsibility for acquiring knowledge. In offering courses of study, the Health Science Center and Department of Physician Assistant Studies in no way
guarantees that any student accepted for enrollment will achieve any
given level of academic or professional accomplishment. This includes
certification and Licensure.

A student must complete all requirements in effect at the time of their
enrollment, provided there has been no break in that enrollment. Policies
are reviewed annually and updated. Students are responsible for reading
and abiding by new policies upon publication. The Program Director and
the Dean of the School must approve any changes in a degree plan.

Students who complete training after the expected class graduation date
may be required to provide justification to the Texas Medical Board prior
to Licensure. License to practice as a physician assistant in the state of
Texas is solely at the discretion of the Texas Medical Board.

**Sample Plan of Study**

**First Year**

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<th>Credit Hours</th>
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<td>4</td>
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<tr>
<td>PHAS 5007 Pathogenesis of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 5011 Principles of Ethics and Professionalism</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 5044 Clinical Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>PHAS 6101 Pharmacology 1</td>
<td>3</td>
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<tr>
<td>PHAS 5001 Patient Evaluation 1</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 5040 Laboratory Medicine</td>
<td>3</td>
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<tr>
<td>PHAS 6131 Clinical Skills 1</td>
<td>1</td>
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<tr>
<td>PHAS 6134 Pulmonology</td>
<td>2</td>
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<tr>
<td>PHAS 6123 Infectious Disease</td>
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<tr>
<td>PHAS 6013 Clinical Research and Evidence Based Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 6135 Dermatology</td>
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</tr>
<tr>
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<td>PHAS 6107 Women's Health Supervised Clinical Practice Experience</td>
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<td>PHAS 6110 Supervised Clinical Research Experience</td>
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<td>PHAS 6111 Elective 1 Supervised Clinical Practice Experience</td>
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<tr>
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<tr>
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<td>PHAS 6115 Elective 5 Supervised Clinical Practice Experience</td>
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</table>

Total Credit Hours: 126.0

**Objectives/Program Outcomes**

**Mission**

The Mission of the Department of Physician Assistant Studies at the
University of Texas Health Science Center, San Antonio is to prepare
outstanding physician assistants to recognize and treat acute and
chronic illness and promote health. The Department of Physician
Assistant Studies makes lives better by improving the health care, health
outcomes and the well being of patients and their families through
education, practice, service and research.

**Vision**

By 2020, the Department of Physician Assistant Studies at the University
of Texas Health Science Center San Antonio, will be recognized as a
world class Physician Assistant program and be amongst the best
programs in the United States. We will lead the nation in Physician
Assistant education, scholarship and service.
Goals

- Attract a highly qualified and diverse student body. We focus on educating a diverse student body to become excellent health care providers. This table (http://www.uthscsa.edu/academics/health-professions/learn-about-our-educational-objectives-and-goals/) demonstrates our continued commitment to diversity and reflects the varied and wide-ranging backgrounds and experiences of our students.

- Sustain a high first time Physician Assistant National Certification Exam pass rate: Over the past three years, our students’ Physician Assistant National Certifying Examination (PANCE) pass rate has been 100 percent for first-time exam takers. Over the past five years, our first time pass rate has exceeded the National average.

- Cultivate graduates who are competitively marketable as health care providers: Over the past five years, 92.4 percent of our graduates were licensed to practice within six months of graduation. In addition, 100 percent of these licensed providers are currently practicing medicine.

More detailed information about the mission, vision and goals for Physician Assistant Studies program is available (https://www.uthscsa.edu/academics/health-professions/departments/physician-assistant-studies/mission-vision-goals/).

Program Policies and Information

Auditing Courses
Students may be required to audit previously attempted courses as a requirement of remediation. Course instructors, academic or clinical coordinators, department committees, or the department chair set standards of performance.

Computer Requirement
Students are required to purchase a laptop computer from the Health Science Center Computer Store (http://ims.uthscsa.edu/computer_networking/computer_store.aspx) upon matriculation. The cost of the purchase is calculated as a cost of attendance and is included in determination of financial aid eligibility.

Program Costs
In addition to required tuition and fees (http://www.uthscsa.edu/academics/health-professions/physician-assistant-studies/master-physician-assistant-studies-tuition/), there are costs for digital and hardcopy textbooks, scrubs, and equipment. The full-time clinical fieldwork experiences included in the curriculum may require that students relocate outside of San Antonio for the duration of the rotations. SCPE expenses will vary according to individual arrangements depending on the cost of travel, temporary housing, maintenance of local accommodations, etc. Students are encouraged to budget for major expenditures that could be associated with these assignments. Detailed information about program costs can be found on the Department of Physician Assistant Studies website.

Clinical Preceptors and Sites
The clinical practicum is a vital part of the Physician Assistant student’s education. Our program retains — and continually develops — a sizeable pool of potential sites and preceptors in all disciplines throughout Texas. Prospective and enrolled students are not required or allowed to initiate any contact, provide, solicit, or recruit clinical preceptors or clinical sites. Students may suggest clinical sites or preceptors to the clinical coordinators who will then contact, evaluate, and approve for educational program suitability. Students are required to travel during the clinical phase of training.

Background Checks and Drug Screening
Background checks are required prior to matriculation. Any events that occur after the initial background check that might affect the student’s status in the program must be reported to the department immediately. Students are required to comply with additional requests for background checks at any time during their course of study.

The student is responsible for any applicable fees associated with drug screening.

Technical Standards
Candidates for the UTHSCSA PA program must be able to meet these minimum Technical Standards (http://www.uthscsa.edu/sites/default/files/TECHNICAL%20STANDARDS%20FOR%20PHYSICIAN%20ASSISTANT%20STUDENTS%202018.pdf) with or without reasonable accommodation.

Working and Employment While Enrolled as a PA Student
Students are encouraged to devote the maximum time possible to their studies while enrolled in the Physician Assistant Studies Program. The curriculum is intense, demanding, time consuming, and requires long hours of class and study time. Any activity that takes time away from a student’s efforts within the program is discouraged.

Policy on Student Employment while Enrolled in the PA Program (https://www.uthscsa.edu/sites/default/files/STUDENT%20EMPLOYMENT%20WHILE%20ENROLLED%20IN%20THE%20PA%20PROGRAM.pdf)
DOCTOR OF PHYSICAL THERAPY

Physical therapists (PTs) are healthcare professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions, illnesses, or injuries that limit their ability to move and perform functional activities as well as they would like in their daily lives. Physical therapists examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness and wellness-oriented programs for healthier and more active lifestyles.

Graduates of the D.P.T. program are eligible to take the National Physical Therapy Examination, given by The Federation of State Boards of Physical Therapy, and the Jurisprudence Exam, given by the Texas Board of Physical Therapy Examiners (http://www.ptot.texas.gov/page/home). A license to practice physical therapy in Texas is contingent on successful completion of these examinations. The D.P.T. program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax Street, Alexandria, Virginia 22314.

ADMISSION REQUIREMENTS

Entry-Level Doctor of Physical Therapy

Applications for the Fall (July) entry-level DPT program are accepted beginning July 1 of the year prior to enrollment. For the application cycle, please refer to the Physical Therapy Admission website (http://www.uthscsa.edu/academics/health-professions/doctor-physical-therapy-admissions/). Applicants are to submit their application for admission through the Physical Therapy Centralized Application Service (PTCAS) (http://www.ptcas.org/home.aspx) as well as complete the Physical Therapy Supplemental Application. See the PTCAS website (http://www.ptcas.org/home.aspx) for complete application instructions. A completed application, the application fee, supplemental application fee, official transcripts from each college or university attended, test scores and all other supporting documents must be submitted to PTCAS (http://www.ptcas.org/home.aspx) no later than above stated deadlines. It is the applicant’s responsibility to verify that all documents have been received before the application deadline. No incomplete applications will be considered.

A baccalaureate degree is required for admission. A baccalaureate degree can be pending at the time of application, but must be earned prior to June 1 of the enrollment year. Note that program prerequisites can be in progress at the time of application but must be completed by June 1 of the enrollment year.

All applicants must complete the program prerequisites (47 semester credit hours) and fulfill the requirements below:

- Human Anatomy Lecture and Laboratory, 4 semester credit hours
- Human or Mammalian Physiology Lecture and Laboratory, 4 semester credit hours
- Biology 1 Lecture and Laboratory, 4 semester credit hours
- A second Biology Course that is not plant-based (Botany is not accepted) - Lecture and Laboratory, 4 semester credit hours
- Chemistry I Lecture and Laboratory, 4 semester credit hours
- Intro to Psychology or General Psychology, 3 semester credit hours
- Developmental Psychology, Motor Development, or Human Development (must cover the lifespan), 3 semester credit hours
- Intro to Sociology, Social Psychology, or Cultural Anthropology, 3 semester credit hours
- Speech – Public Speaking, 3 semester credit hours
- Statistics (Math, Sociology, or Psychology), 3 semester credit hours
- **NOTE:** All science courses must be designated for Science majors or pre-allied health majors. Anatomy & Physiology I and II series for a total of 8 semester credit hours is accepted in lieu of separate anatomy and physiology courses.

ADDITIONAL REQUIREMENTS:

- Overall grade point average (GPA) of at least 3.2 on a 4.0 scale and Science/Math prerequisite GPA of at least 3.2 on a 4.0 scale
- Completion of a medical terminology course – this can be completed at a college or university or an online certification course.
- Official transcripts from each college and university currently or previously attended. Applicants who are enrolled in college courses at the time of application should submit an official transcript showing courses in progress. An updated transcript must be submitted upon completion of the courses. Note: Transfer credits indicated on another school’s transcript are not accepted in lieu of submitting the original institution record for that coursework. Transcripts from institutions outside the United States must be submitted in the original language to a NACES Member evaluation agency for English translation and then must be submitted to PTCAS. See PTCAS (http://www.ptcas.org/home.aspx) for full instructions.
- Completion of the PTCAS application and the Physical Therapy Supplemental Application.
- Payment of the non-refundable PTCAS application fee and Physical Therapy Supplemental Application fee.
- Submission in PTCAS of a minimum of 50 observation hours gained through volunteering or employment in a physical therapy setting with a licensed Physical Therapist that demonstrates knowledge and understanding of physical therapy.
- A minimum of two letters of reference, three preferred (at least one letter but preferably two, from a licensed physical therapist each in different practice settings) sent directly to PTCAS.
- Successful interview with faculty.
- Personal written statement addressing the applicant’s goal of becoming a physical therapist in PTCAS.
- Personal résumé including previous work experience, honors and awards, extracurricular activities, and community service experience in PTCAS.
- Graduate Record Examination (GRE) (http://www.ets.org/gre/): with a preferred score of 150 or higher in Verbal and 145 or higher in Quantitative.
- Any additional materials required from PTCAS (see PTCAS website for instructions).
- **INTERNATIONAL APPLICANTS only:** Submit Test of English as a Foreign Language (TOEFL) scores; minimum scores 560 (paper) or 68 (Internet).
Physical Therapy Early Admissions Program (PTEAP)

The PTEAP offers academically outstanding students with an interest in physical therapy an opportunity to be granted conditional acceptance to the School of Health Professions at UT Health San Antonio (UTHSA) and to receive a Bachelor of Science Degree from their undergraduate institution and a Doctor of Physical Therapy at UTHSA within six years. The students accepted into this program will begin the Doctor of Physical Therapy curriculum after completing 90 semester hours at their undergraduate institution. Except for attainment of a bachelor's degree prior to matriculation, the applicant is expected to meet and complete all other application requirements for the UT Health DPT Program as published in the UT Health Science Center Catalog. At this time, the University of Texas at San Antonio and Texas A&M University – College Station are the only two schools participating in the PTEAP program.

Degree Requirements

The Doctor of Physical Therapy program (DPT) (https://www.uthscsa.edu/academics/health-professions/programs/doctor-physical-therapy/) begins in the Summer semester and consists of 100 semester credit hours of professional-level courses taken over 9 semesters (35 months). The program includes 34 weeks of full-time clinical affiliations.

Sample Plan of Study (Class of 2022)

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<th>First Year</th>
<th>Credit Hours</th>
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<td>Fall</td>
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<tr>
<td>PHYT 7001</td>
<td>Clinical Foundations 1</td>
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<tr>
<td>PHYT 7005</td>
<td>Exercise and Physiology of Rehabilitation</td>
</tr>
<tr>
<td>PHYT 7009</td>
<td>Neuroscience</td>
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<tr>
<td>PHYT 7014</td>
<td>Systematic Reasoning and Scientific Investigation 1</td>
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<tr>
<td>PHYT 7017</td>
<td>Cells, Systems, and Disease</td>
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<td>PHYT 8022</td>
<td>Professional Issues and Clinical Decision-Making 1</td>
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<tbody>
<tr>
<td>CSAT 5022</td>
<td>Inter-professional Human Gross Anatomy</td>
</tr>
<tr>
<td>PHYT 7011</td>
<td>Clinical Foundations 2</td>
</tr>
<tr>
<td>PHYT 7012</td>
<td>Movement Science 1</td>
</tr>
<tr>
<td>PHYT 7019</td>
<td>Scientific Basis of Neurological Disorders</td>
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<td>PHYT 8122</td>
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<td>Pharmacological Principles in Physical Therapy</td>
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| Total Credit Hours: | 100.0 |

Sample Plan of Study (Class of 2023)

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<td>Course Title</td>
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**First Year**

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**Second Year**

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<td>Prosthetics in Rehabilitation</td>
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**Third Year**

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<td>Human Development across the Lifespan</td>
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**Sample Plan of Study (Class of 2024)**

**First Year**

**Summer**

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**Spring**

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<td>CSAT 5022</td>
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**Second Year**

**Summer**

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<td>PHYT 8007</td>
<td>Orthotics in Rehabilitation</td>
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<tr>
<td>PHYT 8004</td>
<td>Introduction to Comprehensive Patient Management in Physical Therapy</td>
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**Fall**

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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYT 8002</td>
<td>Management of the Patient with Musculoskeletal Dysfunction 1</td>
<td>5</td>
</tr>
<tr>
<td>PHYT 8012</td>
<td>Prosthetics in Rehabilitation</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Continuation as a Physical Therapy student is dependent on maintenance of a minimum cumulative grade point average of 3.0 (B) while enrolled in the program. A student whose cumulative grade point average falls below 3.0 will be subject to academic probation or consideration for dismissal. While on probation, a student must maintain a B average in those courses for which he or she is registered or be considered for dismissal. A student who receives a grade of D or F in any semester cannot progress to the next semester and may also be subject to dismissal.

The Department of Physical Therapy Student Progress Committee (SPC) may recommend dismissal, probation, repetition of the course when next offered, repetition of the year, or other actions as deemed appropriate. The student who has been dismissed may be readmitted for further study by petition from the SPC. The request will be approved or disapproved by the Dean. Under no circumstances will a student on probation be awarded a degree.

**Attendance for Academic Courses**

It is expected that students will attend all scheduled classes, laboratories, and clinical sessions. Excused absences may be granted in such cases as illness or personal emergency. With verification of an excused absence, required work that has been missed can be submitted. It is the responsibility of the student to notify the department if any absence occurs and to arrange with the faculty to make up work that is missed.

**Dropping Courses**

It is mandatory that the students adhere to the sequence of courses in the curriculum. Each course in the curriculum is built upon and is dependent upon a foundation established in a prior course. To drop a course, a student must seek permission from the course instructor and the Department Chair.

**Grades in Clinical Courses**

All clinical courses (i.e.: Clinical I, Clinical II, Clinical III, and Clinical Internship I) are graded S (Satisfactory) or U (Unsatisfactory). Clinical grades are not used in calculating the grade point average.

A grade of S is assigned if the student successfully satisfies the criteria for clinical courses. Failure to successfully satisfy the course criteria may result in one of the following grades:

- I (Incomplete) – Student performance is satisfactory on completed skills but below the minimum number required due to exceptional circumstances beyond student and/or clinic control.
- U (Unsatisfactory) – Student performance is below minimum requirement due to skill deficiency not related to exceptional circumstances or if the clinical is discontinued. A grade of U may also be assigned if the student demonstrates inappropriate behavior in the areas of professionalism or interpersonal skills. A grade of U may result in dismissal from the program.

Criteria and time frame for removal of I or U grades in clinical courses are determined based on clinical documentation and consultation with the clinical supervisor/clinical instructor. An I or U grade may require that the student complete an additional clinical affiliation or other remediation that could extend the professional curriculum beyond the expected graduation date. More than one U grade is not allowed within the total clinical course sequence.

**Program Costs**

In addition to required tuition and fees, there are costs for textbooks, scrubs, and equipment. The full-time clinical fieldwork experiences included in the curriculum may require that students locate outside of San Antonio for the duration of the rotations. Fieldwork expenses will...
vary according to individual arrangements depending on the cost of travel, temporary housing, maintenance of local accommodations, etc. Students are encouraged to budget for major expenditures that could be associated with these assignments. Detailed information about program costs can be found on the Department of Physical Therapy website.
RESPIRATORY CARE

Overview
The Respiratory Care Program is designed to provide students with a unique education in preparation for a satisfying professional career as advanced respiratory care practitioners. The program strives to prepare excellent clinicians who are also able to assume leadership roles in management, education, research and clinical practice. The Health Science Center offers two degree plans; the Bachelor of Science in Respiratory Care (BSRC) and the Master of Science in Respiratory Care (MSRC). Prospective students have several degree and curriculum options to choose from to achieve their academic goals.

Respiratory Care, also known as respiratory therapy, is an exciting and challenging health profession that specializes in the treatment of patients with cardiopulmonary deficiencies. Respiratory Therapists (RTs) work in cooperation with physicians to care for patients with a wide range of breathing disorders including asthma, chronic obstructive lung disease, cystic fibrosis, and breathing issues due to premature birth.

Most RTs begin their practice in a variety of areas within hospitals, such as the intensive critical care units, neonatal/pediatric intensive care units, flight teams, and cardiopulmonary diagnostics. However with the rapid growth of the profession, many RTs practice in alternate sites such as physician offices, long term acute care hospitals, patients homes, cardiopulmonary rehabilitation clinics, tobacco cessation programs, and in chronic disease management. Thus RTs work across a wide range of clinical settings and across the population spectrum, ranging from newborn and pediatric patients, to adults and the elderly.

Over the last few years, the role of the respiratory therapist has expanded greatly. It is anticipated the need for respiratory therapists will grow faster than average over the next 10 years. Respiratory therapists are needed to serve on multidisciplinary teams in the health care setting. Respiratory therapists may choose to become highly skilled clinicians, supervisors, managers, educators, and researchers.

The Bachelor of Science in Respiratory Care and Master of Science in Respiratory Care programs are accredited by the Commission on Accreditation for Respiratory Care (CoARC) (http://www.coarc.com/), 1248 Harwood Rd., Bedford, Texas 76021-4244, phone (817) 283-2835, fax (817) 354-8519
The Catalog contains all programs offered by The University of Texas Health Science Center at San Antonio, called UT Health San Antonio, providing applicants and enrolled students with the information they need regarding the academic careers available to them and the resources needed to succeed in those.

DISCLAIMER
This University of Texas Health Science Center Course Catalog is published in compliance with the Southern Association of Colleges and Schools Commission on Colleges accreditation standards and the University of Texas System. The intent of this course Catalog is to assist current and prospective students on academic matters. All current and prospective students are advised to direct any inquiries to either the specific school or the Health Science Center Office of the University Registrar.
GENERAL INFORMATION

The University of Texas Health Science Center
at San Antonio
2021-2022 Catalog

This catalog is a general information publication only. It is not intended to, nor does it, contain all regulations that relate to students. The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student or faculty member and The University of Texas Health Science Center at San Antonio, called UT Health San Antonio, or The University of Texas System. UT Health San Antonio reserves the right to withdraw courses at any time, and to change fees, tuition, calendars, curriculum, degree requirements, graduation procedures and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.

Correspondence

Inquiries about admission or any other information should be addressed to:
The University of Texas Health Science Center at San Antonio
Office of the University Registrar
Mail Code 7702
7703 Floyd Curl Drive
San Antonio, Texas 78229-3900

UT Health San Antonio and all of its activities are subject to the Rules and Regulations of the Board of Regents of The University of Texas System.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates and baccalaureate, masters, doctoral and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the university’s accreditation. Our SACSCOC accreditation has been reaffirmed through 2028.

As per Public Law 101-542, The Student Right to Know and Campus Security Act, information on the graduation rate is available on request from the registrar. All students who enroll are required to be adequately immunized prior to registration. Students applying for admission may review institutional accreditation documents of UT Health San Antonio by contacting the Office of the Vice President for Academic, Faculty and Student Affairs. Information about program level accreditation may be obtained at each school at UT Health San Antonio. Information regarding campus security and crime statistics is available from University Police.

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the UT System or any of its component institutions on the basis of race, color, national origin, religion, sex, age, sexual orientation, veteran status or disability. The component institutions of the UT System will make maximum use of resources, consistent with standards of appropriate accrediting bodies and enrollment and admissions policies approved by the Board, to admit and educate as many qualified students as possible.

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Published by The Office of the University Registrar, 2021
Blanca Guerra, Ph.D., M.S.S.W., LBSW, Registrar

Administration

UT System Board of Regents
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Vice Chairman James C. "Rad" Weaver, San Antonio
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This full Board of Regents roster is current as of April 27, 2021.

Note: Each Regent’s term expires when a successor has been appointed, qualified and taken the oath of office. The Student Regent serves a one-year term.

Francie A. Frederick, Austin, General Counsel to the Board of Regents

UT System Executive Officers
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John M. Zerwas, M.D., Executive Vice Chancellor for Health Affairs
Scott C. Kelley, Ed.D., Executive Vice Chancellor for Business Affairs
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David L. Lakey, M.D., Vice Chancellor for Health Affairs and Chief Medical Officer
Strategies for achieving this mission are:

- Educating a diverse student body to become excellent health care providers and scientists.
- Engaging in research to understand health and disease.
- Commercializing discoveries, as appropriate, to benefit the public.
- Providing compassionate and culturally proficient health care.
- Engaging our community to improve health.
- Influencing thoughtful advances in health policy.

(Approved by The Texas Higher Education Coordinating Board on April 25, 2012 and reaffirmed by The University of Texas System Board of Regents at the August 24-25, 2017 Board meeting.)

Purpose

The purpose of The University of Texas Health Science Center at San Antonio, called UT Health San Antonio, (http://www.uthscsa.edu) is to provide the best in health careers education, biomedical research, patient care and community service to San Antonio and the South Texas border region. Through undergraduate, graduate, postgraduate and professional programs, the faculty is committed to educating health professionals who will provide excellent patient care and research that can be applied to treat and prevent disease.

Research and Teaching

Faculty excellence at The University of Texas Health Science Center at San Antonio, called UT Health San Antonio (http://www.uthscsa.edu), is demonstrated by faculty members’ participation on many national advisory and governing boards and by their election to high offices in national and professional societies. Faculty recruitment efforts emphasize research as well as teaching. The university receives millions of dollars annually in new research, training and public service grants and contracts for hundreds of projects. The university endowment is growing at an impressive rate.

With the cooperation of medical institutions in the area, basic and clinical research are both underway in such fields as cancer, aging, genetics, immunology, cardiovascular disorders, nutrition, arthritis, osteoporosis, psychiatric disorders, AIDS, new drug development and reproductive biology. UT Health San Antonio partners include The University of Texas at San Antonio (http://www.utsa.edu/) (UTSA), the Audie L. Murphy Division of the South Texas Veterans Health Care System (http://www.southtexas.va.gov/), Trinity University (http://www.trinity.edu/), St. Mary’s University (http://www.stmarytx.edu/), the Texas Biomedical Research Institute (https://www.txbiomed.org/), Southwest Research Institute (http://www.swri.org/), the 311th Human Systems Wing at Brooks City Base and the San Antonio Military Medical Center. (https://www.bamc.health.mil/)

There are several university institutes devoted to research, teaching and patient care. These include the Sam and Ann Barshop Institute for Longevity and Aging Studies (http://www.barshop.uthscsa.edu/), the Institute for Drug Development and the Glenn Biggs Institute for Alzheimer’s and Neurodegenerative Diseases (https://biggsinstitute.org).

In 2020, the UT System Board of Regents approved plans for a $430 million UT Health San Antonio Multispecialty & Research Hospital (https://uthealthsahospital.org), which will feature 144 beds, 12 operating rooms, an intensive care unit, infusion center, emergency department, pharmacy, laboratories and an imaging center. Construction is expected to be completed in 2024.
The Robert F. McDermott Clinical Science Building, on the Greehey Academic and Research Campus, houses the Research Imaging Institute (http://ric.uthscsa.edu/), as well as research labs and teaching facilities for the clinical pharmacology and clinical pharmacy programs, and the ophthalmology department.

The Greehey Children's Cancer Research Institute (GCCRI) (http://gccri.uthscsa.edu/) is a unique and specialized cancer research center located at UT Health San Antonio’s Greehey Academic and Research Campus. The mission of the GCCRI is to advance scientific knowledge relevant to childhood cancer and to accelerate the translation of knowledge into novel therapies. Through discovery, development and dissemination of scientific knowledge relevant to childhood cancer, the overarching aim of the GCCRI is to impact the scourge of cancer at all ages.

The Mays Cancer Center (http://www.uthscsa.edu/patient-care/cancer-center/), home to UT Health San Antonio MD Anderson Cancer Center, is one of the elite academic cancer centers in the country to be named a National Cancer Institute-Designated Cancer Center, and is one of only four in Texas. A leader in developing new drugs to treat cancer, the Institute for Drug Development conducts one of the largest oncology Phase I clinical drug programs in the world, and participates in development of cancer drugs approved by the Food and Drug Administration.

The Medical Arts & Research Center (http://www.uthscsa.edu/patient-care/physicians/facility/Medical-Arts-Research-Center—MARC/) is home to UT Health Physicians, the clinical practice of the university's Long School of Medicine. With more than 800 physicians and primary care specialists—all faculty members from the Long School of Medicine—it is the largest medical practice in Central and South Texas, practicing in more than 140 medical specialties and subspecialties. Located in the South Texas Medical Center at 8300 Floyd Curl Dr., the facility features state-of-the-art clinics, diagnostic imaging, an ambulatory center, endoscopic suites, operating rooms, physicians’ offices and a pharmacy. It complements community physicians who are invited to refer complex cases to UT Health San Antonio specialists and subspecialists.

The South Texas Research Facility (STRF) (http://research.uthscsa.edu/strf/), completed in 2011, houses the university’s state-of-the-art Optical Imaging Core Facility and the Bioanalytics & Single Cell Core Lab, as well as the Office of Technology Commercialization.

The Center for Oral Health Care & Research (http://dental.uthscsa.edu/CFOHCR/), completed in 2015, is located next door to UT Health San Antonio’s Medical Arts & Research Center and is the home of the School of Dentistry’s (https://www.uthscsa.edu/academics/dental/) patient practice, UT Dentistry (https://www.uthscsa.edu/patient-care/dental/). The 198,000-square-foot facility provides for all aspects of students’, residents’, faculty and patients’ clinical experiences and creates an environment that supports the finest in comprehensive and multi-specialty patient care.

The Academic Learning & Teaching Center (ALTC) is the newest building on the university’s Long campus. Dedicated in 2016, the 130,000-square-foot ALTC features 33 ultra-modern classrooms, strategic learning spaces and a state-of-the-art digital anatomy laboratory with 3D interactive imaging capabilities. The largest ALTC classrooms can accommodate 280 students, and smaller seminar rooms seat 12-18. In every room, the technology and furniture design encourages active learning.

Size and Location
The University of Texas Health Science Center at San Antonio, called UT Health San Antonio, (http://www.uthscsa.edu) has one central campus, as defined by the Commission on Colleges of the Southern Association of Colleges and Schools. However, in order to provide clarity for the general public and consumers of the university’s patient, educational or community services, the university’s central campus is consistently described to include multiple campus identities in all marketing, communications and advertising collateral. In San Antonio, Texas, they are the Joe R. & Teresa Lozano Long Campus and the Greehey Academic & Research Campus. In Laredo, Texas, is the regional campus, called the Regional Campus at Laredo.

Joe R. & Teresa Lozano Long Campus
The Joe R. & Teresa Lozano Long School of Medicine (http://som.uthscsa.edu/), School of Dentistry (http://www.uthscsa.edu/academics/dental/), School of Nursing (http://nursing.uthscsa.edu/), School of Health Professions (http://www.uthscsa.edu/academics/health-professions/) and the Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/) are based on the Joe R. & Teresa Lozano Long central campus, as are the Dolph Briscoe Jr. Library (http://library.uthscsa.edu/) and most of the university’s administrative offices. Physical address: 7703 Floyd Curl Dr., San Antonio, Texas 78229-3900

Greehey Academic & Research Campus
A mile away from the Long central campus, at 8403 Floyd Curl Dr., is the Greehey Academic & Research Campus. This campus houses the Greehey Children’s Cancer Research Institute (https://gccri.uthscsa.edu/), dedicated in 2004 and home to faculty researchers studying cancer; the Robert F. McDermott Clinical Science Building, home to the Research Imaging Center; the Research Administration Building that houses the Human Research Protection Programs, as well as the Biomolecular NMR Spectroscopy core facility; and the South Texas Research Facility (STRF), a state-of-the-art facility that opened in 2011 and houses the Optical Imaging Core Facility and Bioanalytics & Single Cell Core Lab. The campus also includes the Mays Cancer Center, home to UT Health San Antonio MD Anderson Cancer Center, located at 7979 Wurzbach Road, and one of only four National Cancer Institute-Designated Cancer Centers in Texas; the Medical Arts & Research Center, the flagship clinical and research facility of the Long School of Medicine’s faculty practice, UT Health Physicians, located at UT Health San Antonio MD Anderson Cancer Center, located at 7979 Wurzbach Road, and one of only four National Cancer Institute-Designated Cancer Centers in Texas; the Robert F. McDermott Clinical Science Building, home to the Research Imaging Center; the Research Administration Building that houses the Human Research Protection Programs, as well as the Biomolecular NMR Spectroscopy core facility; and the South Texas Research Facility (STRF), a state-of-the-art facility that opened in 2011 and houses the Optical Imaging Core Facility and Bioanalytics & Single Cell Core Lab. The campus also includes the Mays Cancer Center, home to UT Health San Antonio MD Anderson Cancer Center, located at 7979 Wurzbach Road, and one of only four National Cancer Institute-Designated Cancer Centers in Texas; the Medical Arts & Research Center, the flagship clinical and research facility of the Long School of Medicine’s faculty practice, UT Health Physicians, located at UT Health San Antonio MD Anderson Cancer Center, located at 7979 Wurzbach Road, and one of only four National Cancer Institute-Designated Cancer Centers in Texas; the Robert F. McDermott Clinical Science Building, home to the Research Imaging Center; the Research Administration Building that houses the Human Research Protection Programs, as well as the Biomolecular NMR Spectroscopy core facility; and the South Texas Research Facility (STRF), a state-of-the-art facility that opened in 2011 and houses the Optical Imaging Core Facility and Bioanalytics & Single Cell Core Lab. The campus also includes the Mays Cancer Center, home to UT Health San Antonio MD Anderson Cancer Center, located at 7979 Wurzbach Road, and one of only four National Cancer Institute-Designated Cancer Centers in Texas; the Medical Arts & Research Center, the flagship clinical and research facility of the Long School of Medicine’s faculty practice, UT Health Physicians, located at 8300 Floyd Curl Dr.; the Center for Oral Health Care & Research (http://www.uthscsa.edu/patient-care/utmedicine/), located at 8300 Floyd Curl Dr., which houses more than 100 School of Dentistry faculty experts, in addition to 616 dental residents and students; and the Sam and Ann Barshop Institute for Longevity and Aging Studies (https://barshopinstitute.uthscsa.edu), which brings together the world's leading scientists in aging and longevity research, now located at the corner of Floyd Curl and Charles Katz drives. In 2020, the UT System Board of Regents approved plans for the $430 million UT Health San Antonio Multispecialty & Research Hospital (https://uthealthsahospital.org), which will be located at 8311 Ewing Halsell Drive and feature 144 beds, 12 operating rooms, an intensive care unit, infusion center, emergency department, pharmacy, laboratories and an imaging center. Construction is expected to be completed in 2024.

Regional Campus at Laredo
The Regional Campus at Laredo (http://laredo.uthscsa.edu/) came to fruition in December 2002 with the dedication of the D.D. Hachar Building.
The Libraries

The UT Health Libraries promote learning, inspire discovery, and connect with the communities they serve. To achieve this mission library staff deliver resources for teaching, learning, and research; provide expert information and instructional services; develop innovative physical and virtual spaces; strengthen existing partnerships; and seek new collaborations. The Libraries include:

- Dolph Briscoe, Jr. Library at the Joe R. and Teresa Lozano Long Campus
- Laredo Regional Campus Library

Most library resources are available electronically, enabling students in San Antonio as well as distance and off-site students to access them from any location. Computers, study carrels, collaborative and individual study tables and comfortable seating can be found throughout the library. Use of library computers or Wi-Fi requires a campus network login or a guest login available upon request. Staff assistance can be requested at the Circulation Desk. Inquiries can be made in person, by email and by telephone. Liaison librarians assigned to each school provide one-on-one research assistance to drop-in students and by appointment.

- Hours: The Briscoe Library is open 24/7 with Health Science Center ID card access. Library staff are available to assist users during regular hours (http://library.uthscsa.edu/2011/09/hours-locations/).
- Catalog (http://briscoe.uthscsa.edu.libproxy.uthscsa.edu/cgi-bin/ koha/opac-main.pl): The library's catalog provides information about the collections. Off-campus access to e-journals and e-books is restricted to Health Science Center ID holders and University Health System house staff.
- Circulation (http://library.uthscsa.edu/2011/10/circulation-policies-and-privileges/): All university students, faculty, staff, residents, fellows, and University Health System ID holders may check out materials. Registration (http://briscoe.uthscsa.edu.libproxy.uthscsa.edu/cgi-bin/koha/opac-memberentry.pl) is required to borrow library materials.
- Study Room Reservations (http://library.uthscsa.edu/room-reservation/): Group study rooms and meeting rooms may be reserved for student use. Rooms are equipped with whiteboards, and most rooms have a large screen monitor for shared projects. Individual study rooms are available on a first-come-first-served basis.
- Information and Reference Services (http://library.uthscsa.edu/2011/10/get-help/): The Library is staffed with professional librarians and library assistants who provide information assistance in person and via telephone, chat, and email.
- Literature Search Services (http://library.uthscsa.edu/2011/12/ literature-search-services/): Librarians provide a mediated database search service for health sciences related topics, customizing search strategies and printing or emailing citations. Requests can be made using an online form. Librarians also collaborate with students and faculty on systematic reviews and meta-analyses. These services are available to UT Health faculty, staff and students, to health care professionals and students in South Texas, and to the general public. Non-Health Science Center requesters are charged a fee.
- Instructional Services (https://libguides.uthscsa.edu/welcome/ ServicesandHelp/): Librarians provide orientations for new students, faculty and staff and classes on databases, searching the Internet, finding evidence-based resources, and citation management.
- Library Guides (http://libguides.uthscsa.edu/): Librarians have developed a series of web-based guides with links to subject-specific resources that provide point of need information.
- Interlibrary Loan (http://library.uthscsa.edu/2013/04/interlibrary-loan/): Library users from the Health Science Center may request and receive materials not owned by the Library through this fee-based service. Other libraries may request to borrow books or receive articles from our collection.
- Photocopy/printing services (http://libguides.uthscsa.edu/Print- Copy-Services/): Library users may photocopy or print at the Briscoe and Laredo libraries at a cost of 8 cents per page for black and white, 25 cents per page for color prints.
- Liaison Librarians (http://library.uthscsa.edu/2011/10/get-help/): Librarians are designated as a single point of contact at each school for library instruction and research services. The liaison librarians have office hours when students can drop by for assistance. They work with the faculty, instructional designers, and program directors to plan and develop curriculum-integrated courses on use of library databases, evidence-based practice health information, and citation management. They participate on curriculum committees as well as other campus groups. The liaison librarians participate in systematic reviews and meta-analyses, and provide reference services and customized instruction.
- Services for Distance and Off-Site Students (http://libguides.uthscsa.edu/distance_learning/): Students who are enrolled in distance programs or are unable to get to the Library in person are still able to take advantage of the library's collections and services. The collection of books and journals is over 95% online and accessible from anywhere with a network login. Students can request copies of print books and journal articles through the Interlibrary Loan service at no charge, and can return them with postage paid by the Library. Distance students can interact with librarians by telephone, chat, and email if they need assistance. With the TexShare program, they are able to borrow materials from academic libraries in their local area.
- Learning Technology: The library has designated a space called The Hub that uses technology to enhance teaching and learning. Equipment includes digital and virtual reality anatomy programs, software for students to create and edit presentations and videos, and a 3D printer and scanner.
- Outreach and Community Engagement: In keeping with the university's mission to engage our community to improve health, we offer access to library services such as reference, clinical information, database searches, and document delivery to licensed area health professionals. Librarians collaborate with area libraries and health care organizations to develop programs with an emphasis on access to consumer health information and health information literacy.

UT Health Libraries
7703 Floyd Curl Drive
MSC 7940
San Antonio, TX 78229-3900
210-567-2440 (Circulation)
210-567-2450 (Reference)
www.library.uthscsa.edu (http://www.library.uthscsa.edu/)

Teaching Affiliates - San Antonio

Some staff members of our teaching affiliates hold joint appointments in the School of Dentistry, Graduate School of Biomedical Sciences, School of Health Professions, Joe R. & Teresa Lozano Long School of Medicine
or School of Nursing and participate in educational research programs. These institutions constitute an important resource for training students and provide needed laboratory space for conducting research.

University Health, formerly called University Hospital, is UT Health San Antonio’s main teaching affiliate and is staffed predominantly by faculty of the Joe R. & Teresa Lozano Long School of Medicine (http://som.uthscsa.edu). The hospital, which serves as one of two Level I Trauma Centers in the region, is owned and operated by Bexar County’s University Health, formerly called University Health System (http://www.universityhealthsystem.com). The hospital is located adjacent to the Long School of Medicine. The 498-bed facility significantly expanded in 2014, with the new 10-story tower connected to the existing hospital buildings. The tower includes an 88-bed Emergency Center, two floors of operating suites and six floors of private patient rooms. University Health has post-graduate training programs in anesthesiology, surgery, internal medicine, obstetrics/gynecology, ophthalmology, orthopaedic surgery, otolaryngology/head-and-neck surgery, neurology, neurosurgery, thoracic surgery, pathology, pediatrics, rehabilitation medicine, psychiatry, radiology, urology and family practice, as well as more than 20 additional subspecialty residencies and fellowships.

University Health’s Robert B. Green Campus, located just west of downtown, is an ambulatory health center featuring 103 primary, specialty and urgent care clinics. More than 300,000 outpatient visits are conducted there each year. A six-story advanced clinical pavilion opened on the Robert B. Green campus in 2013.

The South Texas Veterans Health Care System (https://www.va.gov/directory/guide/facility.asp?id=115) (STVHCS) is comprised of two inpatient campuses: the Audie L. Murphy Memorial VA Hospital in San Antonio and the Kerrville VA Hospital in Kerrville, Texas. The South Texas Veterans Health Care System provides medical, surgical and psychiatric health services for approximately 100,000 veterans. The VA hospital in San Antonio is physically linked to University Health by a crosswalk. The Audie L. Murphy facility serves as an additional teaching hospital for medical students and many UT Health San Antonio residency programs. The physicians who practice at this facility are a combination of VA-employed providers and faculty from the Long School of Medicine.

CHRISTUS Santa Rosa (http://www.christussantarosa.org) is a Catholic, faith-based, nonprofit health and wellness ministry. As one of the top health care organizations in South Central Texas, CHRISTUS Santa Rosa has five hospital campuses located in the South Texas Medical Center, Westover Hills and in New Braunfels, Texas, and it also operates a short-stay surgical hospital in Alamo Heights. CHRISTUS Santa Rosa has an extensive network of primary care physicians supplemented by a broad range of specialty providers serving their many locations. In addition, it offers numerous programs to serve the community. UT Health San Antonio has very limited clinical and teaching activity at these sites.

San Antonio Military Medical Center (SAMMC) (https://www.bamc.health.mil/), located at Fort Sam Houston in San Antonio, is the largest inpatient medical facility in the Department of Defense (DoD). It plays a critical role in graduate medical education, research and patient care, particularly for wounded service members. SAMMC is home to the DoD’s only U.S. Army Institute for Surgical Research Burn Center and the only DoD Level 1 Trauma Center in the U.S. The hospital staff provides inpatient care in a 2.1 million-square-foot, 425-bed state-of-the-art medical treatment facility. The hospital, formerly known as Brooke Army Medical Center (BAMC), is the largest of the six treatment facilities in San Antonio under the unified command. Other facilities falling under SAMMC include the Center for the Intrepid, Fort Sam Houston Clinic, McWethy Troop Medical Clinic, Taylor Burk Clinic at Camp Bullis, and the Schertz Medical Home. SAMMC supports more than 89 accredited educational programs. There is extensive collaboration between the Long School of Medicine and SAMMC in regard to education of medical students and residents.

Baptist Health System (https://www.baptisthealthsystem.com) (BHS) is a local for-profit institution owned by Tenet Healthcare. BHS includes five acute-care hospitals (Baptist Medical Center, Mission Trail Baptist Hospital, North Central Baptist Hospital, Northeast Baptist Hospital and St. Luke’s Baptist Hospital), which offer 1,674 licensed beds. All five hospitals have earned Accredited Chest Pain Center designation, as well as Primary Stroke Center certification. The system also operates Baptist Regional Children’s Center, Baptist Breast Center, HealthLink wellness and fitness center and the Baptist M&S Imaging Centers. It provides community health and wellness programs, as well as ambulatory and rehabilitation services. It owns or supports medical office buildings, San Antonio AirLIFE air medical transport, a School of Health Professions and other health-related services and affiliations. UT Health San Antonio physicians have limited clinical duties at some of the BHS locations.

Methodist Healthcare (https://sahealth.com) is a network of hospitals based in the greater San Antonio region and includes nine acute care facilities: Methodist Hospital, Methodist Children’s Hospital, Methodist Hospital Metropolitan, Methodist Hospital Northeast, Methodist Hospital South, Methodist Hospital Specialty and Transplant, Methodist Hospital Stone Oak and Methodist Hospital Texan. The system, comprised also of institutes, surgery centers and family health clinics, delivers a full spectrum of medical care including wellness events, transplant services, pediatrics, dermatology, cardiology, oncology and a complete array other medical services in the South Texas region. As San Antonio’s second largest private employer, the various facilities employ more than 11,000 individuals, including 2,700 physicians in all specialties.

The San Antonio Metropolitan Health District (http://www.sanantonio.gov/HEALTH//)/Ricardo Salinas Clinic provides training opportunities for pediatric dentistry residents and dental students under the supervision of pediatric dentistry faculty. Pregnant women, young mothers and children are the primary users of medical and WIC facilities of the center. Close interactions between the medical and dental/WIC clinics promote a significant opportunity to emphasize the relationship between oral health and general health.

The Texas Diabetes Institute (http://www.universityhealthsystem.com/services/diabetes/), another component of University Health (http://www.universityhealthsystem.com), is located in west San Antonio. The campus includes the Village of Hope, an ambulatory center for children with developmental disabilities, and an outpatient hemodialysis unit. The Texas Diabetes Institute, in conjunction with the diabetes division of UT Health San Antonio, offers all specialty services related to diabetes prevention and treatment, and is home to one of the nation’s leading diabetes research centers. University Health’s ambulatory network includes 16 other clinic locations throughout the community.

The University of Texas at San Antonio (http://www.utsa.edu) (UTSA) is one of eight academic universities in the UT System, which is also home to six health institutions, including UT Health San Antonio. Although part of the same educational system, UTSA and UT Health San Antonio are separate institutions. As a multicultural institution, UTSA aims to be a national research university providing access to educational excellence and preparing citizen leaders for the global environment. UTSA serves nearly 31,000 students in more than 130 degree programs. Its
students and scholars often collaborate with the UT Health San Antonio community through educational, research and community outreach projects in a variety of disciplines.

Clarity Child Guidance Center (http://www.claritycgc.org) (CGC) is a nonprofit mental health treatment center providing programs designed specifically for children ages 3-17 suffering from emotional and behavioral difficulties. The facility includes a 52-bed psychiatric hospital and separate outpatient treatment center to provide acute and crisis assistance 24 hours a day, seven days a week; sub-acute residential and day treatment; child, adolescent and family therapy; medication management; psychological assessments; psychiatric evaluations; developmental assessments; neuropsychological assessments; and substance abuse evaluations. Clarity CGC incorporates a multidisciplinary team approach, including board certified child/adolescent psychiatrists, nurses, psychologists, social workers, therapists, teachers and aides. Through an affiliation agreement with UT Health San Antonio, Clarity CGC is a training site for child psychiatry residents and clinical psychology residents. Social workers and special education and nursing students from several area universities gain clinical experience at this facility as well.

An affiliation agreement is maintained between UT Health San Antonio and the Texas Biomedical Research Institute (https://www.txbiomed.org/). This agreement allows the two institutions to share facilities and faculty. The Texas Biomedical Research Institute staff works primarily in the fields of genetics, virology and immunology, and animal models of human diseases. The institute has 527,000 square feet of offices, laboratories and animal space. A large indoor and outdoor animal facility houses a primate colony and other animals to support the biomedical research effort.

An agreement between UT Health San Antonio and the Southwest Research Institute (http://www.swri.org) allows cooperation in research. The Southwest Research Institute, an independent, nonprofit, applied engineering and physical sciences research and development organization, has its headquarters in San Antonio.

The School of Nursing (http://nursing.uthscsa.edu) is affiliated with hundreds of community facilities that serve as practice sites for graduate and undergraduate students. For example, the School of Nursing offers an evidence-based internship model with Methodist Healthcare System. Students in the 8th semester of the Traditional and Accelerated tracks are offered an opportunity to complete their academic work in conjunction with internship hours through a highly selective interview process, thus facilitating the transition to practice. Students complete 260 hours of internship on the same unit and with the same preceptor as their academic clinicals, thus creating a seamless learning environment and streamlining orientation when they are employed by Methodist after graduation.

Other Affiliated Institutions and Programs

The School of Dental Surgery is affiliated with the University of Texas Health Science Center at San Antonio, as well as UT Health San Antonio, Clarity CGC is a training site for child psychiatry residents and clinical psychology residents. Social workers and special education and nursing students from several area universities gain clinical experience at this facility as well.

An affiliation agreement is maintained between UT Health San Antonio and the Texas Biomedical Research Institute (https://www.txbiomed.org/). This agreement allows the two institutions to share facilities and faculty. The Texas Biomedical Research Institute staff works primarily in the fields of genetics, virology and immunology, and animal models of human diseases. The institute has 527,000 square feet of offices, laboratories and animal space. A large indoor and outdoor animal facility houses a primate colony and other animals to support the biomedical research effort.

An agreement between UT Health San Antonio and the Southwest Research Institute (http://www.swri.org) allows cooperation in research. The Southwest Research Institute, an independent, nonprofit, applied engineering and physical sciences research and development organization, has its headquarters in San Antonio.

The School of Dentistry (http://www.uthscsa.edu/academics/dental/) is affiliated with a number of federally qualified community health centers, local health departments, hospitals, school districts, mental health facilities, military facilities, homeless facilities, faith-based clinics and nursing homes in San Antonio, Bexar County and South Texas, as well as U.S. Department of Health and Human Services Indian Health Service (https://www.ihs.gov) facilities located throughout the United States. These serve as clinical training sites in primary care, preventive dentistry, pediatric dentistry, emergency care and hospital dentistry, alternative dental care delivery using mobile and portable dental equipment at outreach sites, and practice management training in the offices of private practitioners. Predoctoral dental students receive training (required and elective) at the various sites, where they are supervised by full- and/or part-time faculty as well as adjunct faculty. Postdoctoral dental students from the various general and specialty residency programs receive training in affiliated hospitals and private practices in Texas.

The School of Health Professions (http://www.uthscsa.edu/academics/health-professions/?utm_source=uthscsaedushp&utm_medium=pagedirect&utm_campaign=linc) has over 250 clinical affiliation agreements with more than 250 clinical sites throughout San Antonio and Texas, in which students receive substantial portions of their professional education.

The purpose of this university-wide IPE activity is threefold:

1. Introduce students to IPE at UT Health San Antonio using the LINC core competency framework (https://www.ipecollaborative.org/ipec-core-competencies/)
2. Facilitate interprofessional socialization
3. Prepare students for IPE activities they will experience within their individual IPE programs of study.

Students complete the LINC Common IPE Experience in interprofessional groups of 3-4. Interactivity is emphasized as student groups work through 5 hours of instruction that includes interprofessional socialization activities, mini-lectures, illustrated case studies, video case
studies, and interprofessional discussions rooted in problem-based learning.

Please contact Dr. Joseph Zorek, LINC Director, at zorek@uthscsa.edu to learn more about the Quality Enhancement Plan, LINC Common IPE Experience, and other IPE opportunities at UT Health San Antonio.
ACADEMIC CALENDARS

UT Health San Antonio maintains multiple academic calendars to accommodate the professional and clinical needs of programs within the five schools. These are created as a result of collaboration between the academic programs, deans’ offices, and Office of the University Registrar. Current, past, and future tentative academic calendars are published on the Office of the University Registrar website (http://students.uthscsa.edu/registrar/2013/04/academic-calendar/).
PROGRAMS OF STUDY

The Health Science Center offers degrees in health-related fields across five schools: The School of Dentistry, Graduate School of Biomedical Sciences, School of Medicine, School of Health Professions, and School of Nursing.

School of Dentistry
Bachelor of Science

- Dental Hygiene (p. 227)

Certificates

- Advanced Education in General Dentistry (p. 213)
- Dental Public Health (p. 214)
- Endodontics (p. 215)
- Oral and Maxillofacial Radiology (http://catalog.uthscsa.edu/dentalschool/advanceddentaleducation/oralandmaxillofacialradiology/)
- Oral and Maxillofacial Surgery (p. 216)
- Orthodontics and Dentofacial Orthopedics (http://catalog.uthscsa.edu/dentalschool/advanceddentaleducation/orthodontics/)
- Pediatric Dentistry (p. 217)
- Periodontics (p. 218)
- Prosthodontics (p. 220)

Professional

- Doctor of Dental Surgery (p. 196)
- Doctor of Dental Surgery/Doctor of Philosophy (p. 114)

Graduate School of Biomedical Sciences

Certificate

- Biomedical Data Sciences (http://catalog.uthscsa.edu/biomedicalsciences/biomedicaldatasciencecert/)
- Cancer Prevention (p. 121)
- Pre-Professional (p. 167)
- Translational Science (p. 173)

Master of Science

- Biomedical Engineering (p. 115)
- Cell Systems and Anatomy (p. 122)
- Clinical Investigation and Translational Science (p. 175)
- Dental Hygiene (p. 124)
- Dental Science (p. 126)
- Immunology and Infection (p. 136)
- Medical Health Physics (p. 153)
- Personalized Molecular Medicine (p. 165)
- Radiological Sciences (p. 168)

Doctor of Philosophy

- Biomedical Engineering (p. 118)
- Health Sciences (p. 131)
- Integrated Biomedical Sciences (p. 138)
- Nursing Science (p. 156)
- Radiological Sciences (p. 168)
- Translational Science (http://catalog.uthscsa.edu/biomedicalsciences/translationalscience/phd/)

Professional

- Doctor of Medical Physics (DMP) (p. 154)

School of Health Professions
Bachelor of Science

- Medical Laboratory Science (p. 248)
- Medical Sciences (http://catalog.uthscsa.edu/schoolofhealthprofessions/medicalsciences/)
- Emergency Health Sciences (p. 244)
- Respiratory Care (http://catalog.uthscsa.edu/schoolofhealthprofessions/respiratorycare/bsrc/)

Certificates

- Communication Sciences (p. 243)
- Emergency Medical Technician-Basic (p. 246)
- Emergency Medical Technician-Paramedic (p. 247)

Master's Level

- Medical Laboratory Sciences (MS) (p. 253)
- Physician Assistant Studies (MPAS) (p. 3)
- Respiratory Care (MS) (http://catalog.uthscsa.edu/schoolofhealthprofessions/respiratorycare/msrc/)
- Speech Language Pathology (MS) (p. 241)

Professional

- Doctor of Physical Therapy (DPT) (p. 8)
- Doctor of Occupational Therapy (OTD) (http://catalog.uthscsa.edu/schoolofhealthprofessions/occupationaltherapy/otd/)

Joe R. and Teresa Lozano Long School of Medicine

Professional

- Doctor of Medicine (p. 181)
- Doctor of Medicine/Doctor of Philosophy (p. 114)
- Doctor of Medicine/Master's of Business Administration (p. 188)
- Doctor of Medicine/Master’s of Public Health (p. 189)
- Doctor of Medicine/Oral and Maxillofacial Surgery Certificate (p. 190)

Master's Level

- Deaf Education and Hearing Science (p. 193)

School of Nursing

Bachelor of Science

- Nursing - Accelerated Track (http://catalog.uthscsa.edu/schoolofnursing/bsn/)
Programs of Study

• Nursing - Traditional Track (http://catalog.uthscsa.edu/schoolofnursing/bsn/)

Post Graduate Certificates

• Adult-Gerontology Acute Care Nurse Practitioner (http://catalog.uthscsa.edu/schoolofnursing/postmsn/#text)
• Family Nurse Practitioner (http://catalog.uthscsa.edu/schoolofnursing/postmsn/#text)
• Nursing Education (http://catalog.uthscsa.edu/schoolofnursing/postmsn/#text)
• Pediatric Nurse Practitioner Primary Care (http://catalog.uthscsa.edu/schoolofnursing/postmsn/#text)
• Psychiatric Mental Health Nurse Practitioner (http://catalog.uthscsa.edu/schoolofnursing/postmsn/#text)

Master of Science in Nursing

• Administration Management (http://catalog.uthscsa.edu/schoolofnursing/msn/)
• Clinical Nurse Leader (http://catalog.uthscsa.edu/schoolofnursing/msn/)
• Family Nurse Practitioner (http://catalog.uthscsa.edu/schoolofnursing/msn/)
• Pediatric Nurse Practitioner (http://catalog.uthscsa.edu/schoolofnursing/msn/)
• Psychiatric/Mental Health Nurse Practitioner (http://catalog.uthscsa.edu/schoolofnursing/msn/)

Professional

• Doctor of Nursing Practice (DNP) (http://catalog.uthscsa.edu/schoolofnursing/dnp/)
UNIVERSITY ADMISSIONS POLICY

UNIVERSITY DECISION

It is the policy of the Health Science Center to admit applicants who declare their intention to enroll in a school upon satisfactory completion of all admission requirements set forth by the institution and schools. Schools admit qualified applicants into the term for which they applied at their discretion, based on admission requirements and other standards they deem appropriate.

Each school’s admission policy and its formal application process may be found at each school’s website and through its Office of the Dean. General information about university processes can be obtained through the Office of the University Registrar at the Health Science Center.

Revisions to admission policies are reflected in the “Admissions Criteria Report,” submitted annually to The University of Texas System Board of Regents in accordance with Texas Education Code 51.352 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm) which requires the governing board to “set campus admission standards consistent with the role and mission of the institution,” and with Texas Education Code, 51.808 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm), which requires each institution to adopt written admission policies. The Health Science Center admission policies are consistent with the requirements of these laws, other applicable federal and state laws, and The University of Texas System Board of Regents and the Texas Higher Education Coordinating Board rules.

PERTINENT INFORMATION

The Office of the University Registrar (http://students.uthscsa.edu/registrar/) has the responsibility for ensuring that the institutional admission requirements for each student’s admission are satisfied as a condition for students to be eligible to register. Please note that for applicants who have not been deemed as Texas Core Complete, as marked on the official transcript or by a course by course evaluation, Texas Core courses must be fulfilled before the first day of class or earlier. Concurrent enrollment is permitted in some programs. The respective Admissions Office within each school has the responsibility for ensuring that the schools’ admission requirements and standards for each student’s admission are satisfied. The school has the responsibility of reviewing admission requirements on an annual basis to ensure that they are compatible with the role and mission of the Health Science Center. Each school’s and program’s admissions requirements are located under the school’s section of this Catalog.

DEFINITION OF TERMS

Academic Texas Core Curriculum

As defined by the Texas Education Code 61.821 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.1.htm), it is “the curriculum in liberal arts, humanities, and sciences and political, social and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree.”

General education requirements completed at private or out-of-state institutions may not be equivalent of, may not fulfill the requirements of, and may not excuse a student from completing the core curriculum.

Degree-Seeking Student

Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award.

Exceptional Admission Student

Students admitted who do not meet the requirement for admission as Regular Students, but can present sufficient evidence indicating their capability to do university level work.

Non-Degree Seeking Student

A student enrolled in courses for credit who is not recognized by the institution as seeking a degree or formal award.

Matriculation

In its broadest sense, it means to be registered or added to a list. It refers to the formal process of entering a university, or of becoming eligible to enter by acquiring the prerequisites. When a student wishes to become a matriculated student, they must follow the admission requirements without exception.

Matriculated

A student who has been accepted into and has enrolled in a degree-granting program.

Regular student

A person who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.

Texas Success Initiative (TSI)

TSI is a state-legislated program designed to improve student success in college. It consists of two components: an assessment to diagnose basic reading, writing, math skills and developmental instruction to strengthen academic skills needing improvement.

ADMISSIONS CATEGORIES

Prospective applicants may be admitted to any Health Science Center school as regular students under the following conditions:

1. High School Graduate – Graduation from a high school accredited by a state department of education and/or recognized regional accrediting association.
2. GED – Successful completion of the General Education Development test (GED) as certified by a state education agency.
3. College/University Transfer – Prior attendance at a regionally accredited college or university. Under this condition, applicants will not be accepted if they are ineligible to enroll at their previous institutions.

ADMISSIONS/MATRICULATION PROCEDURES

First-Time Applicants

Prior to enrollment at the Health Science Center, prospective students must complete the following Admission Enrollment Procedures. All applications and supporting documents submitted become the property of the Health Science Center and are not returned to the student.

1. Applicant must submit the official admission application through the designated application service. Those may include the following:
Programs that use alternate applications include the following, applications in the form of Word or PDF documents may be used. Due to the nature and requirements of some programs, paper applications or electronic applications in the form of Word or PDF documents may be used. Programs that use alternate applications include the following, although it may not be all inclusive:

- Allied Health Centralized Application Service (AHCAS (https://ahcas.liaisoncas.com/applicant-ux/#/login))
- American Dental Education Association Postdoctoral Application Support Service (ADEA PASS (http://www.adea.org/PASSapp/))
- American Medical College Application Service (AMCAS (https://www.aamc.org/students/applying/amcas/))
- Apply Texas
  - An undergraduate applicant may file, and each institution of higher education shall accept, an application for admission as an entering freshman or undergraduate transfer student that uses the appropriate form adopted under the Texas Education Code 51.762 and 51.763 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm). The form used to apply to a general academic teaching institution may be filed in either electronic or printed format. An institution of higher education is not prohibited from requiring an applicant to submit additional information within a reasonable time after the institution has received an application using a form adopted under this section.
  - A common application form for undergraduate and graduate applicants to particular programs is available electronically through Apply Texas (http://www.applytexas.org).
  - In addition to other information considered appropriate by the board, the board by rule shall require each institution to collect information regarding gender, ethnicity, and date of birth as part of the application process and report this information to the board.
- Associated American Dental Schools Application Service (AADSAS)
  - Non-Texas residents applying to Dental School may apply through AADSAS (https://www.adea.org/aadsas/), although they may also apply to TMDSAS (https://www.utsystem.edu/tmdsas/) if they prefer.
- Centralized Application Service for Physician Assistants (CASPA (https://caspa.liaisoncas.com/applicant-ux/#/login))
- Embark
  - Embark (http://gsbs.uthscsa.edu/prospective_students/gsbs-application/) is an online application for all applicants for the Graduate School of Biomedical Sciences for the exception of the M.D./Ph.D. program.
  - The joint M.D./Ph.D. degree program available to medical students uses the American Medical College Application Service (https://www.aamc.org/students/applying/amcas/) (AMCAS) to apply for this program. Please refer to the website listed above for AMCAS.
- Communication Sciences and Disorders Centralized Application Service (CSDCAS (https://csdcas.liaisoncas.com/applicant-ux/#/login))
- Dental Hygiene Centralized Application Service (DHCAS (http://www.adea.org/dhcas.aspx))
- Institutional Paper Applications. Due to the nature and requirements of some programs, paper applications or electronic applications in the form of Word or PDF documents may be used. Programs that use alternate applications include the following, although it may not be all inclusive:
  - International Dentist Education Program (http://dental.uthscsa.edu/admissions/IDEP.php)
  - Advanced Standing medical students with previously-earned professional degrees at accredited dental schools continuing studies in Oral and Maxillofacial Surgery
  - Advanced Dental certificate programs
  - Certain non-degree seeking students, including Nursing and Graduate School of Biomedical Sciences students
- Nursing Centralized Application Service (NCAS)
  - Applicants for the baccalaureate, Master’s & DNP program for Nursing School should apply use the online application provided by NCAS (http://www.nursingcas.org).
  - Any Ph.D. applicants for nursing should apply online using Embark (See above.)
- Occupational Therapist Centralized Application service (OTCAS (https://otcas.liaisoncas.com/applicant-ux/#/login))
- Physical Therapy Centralized Application Service (PTCAS (http://www.ptcas.org/home.aspx))
- Texas Medical and Dental Schools Application Service (TMDSAS (https://www.tmdsas.com/))
  - This service is utilized by applicants to medical and dental schools in Texas. All applicants to the School of Medicine must apply through TMDAS (http://www.tmdsas.com/). (Applicants to the M.D./Ph.D. program must apply through AMCAS (https://www.aamc.org/students/applying/amcas/) as well).
  - All applicants to the School of Dentistry who are Texas residents must also apply through TMDAS.

2. Schools may require a supplemental application with application fee which will include Texas Core, Residency Questions, requests for social security numbers, and other identifying information.

3. Applicant must submit official copies of transcripts from all previously attended institutions of higher education to include Technical and Vocational Schools and Community Colleges.
   a. Credit will be considered and may be awarded for courses deemed by the Office of the University Registrar to be equivalent in course content and learning outcomes to other similar baccalaureate college level courses.
   b. If a previous degree was awarded, the degree must be posted on the Offical Transcript.
   c. If transcripts are obtained from international institutions of higher education, they must be evaluated by an approved Foreign Credentialing Agency. Acceptable agencies include current members of National Association of Credential Evaluation Services (http://www.naces.org/) (NACES).

4. Students entering college for the first time, also referred to as first-time-in-college, must submit official transcripts from the last high school attended with date of completion, GED, or an original copy of their home school transcript.

5. Applicants are required to provide authorization for a security background and sanction check for evaluation by their respective dean’s office. Applicants are responsible for the cost incurred in obtaining criminal background checks per instructions from their dean’s offices.

6. All students must possess continuous comprehensive health insurance while enrolled at the Health Science Center, including international students.

7. Excess Hours: Texas Education Code and rules of The Texas Higher Education Coordinating Board dictate the maximum number of hours students may complete in pursuit of certain degrees. Undergraduate students may not exceed specific totals of combined semester
credit hours based on their degree program, as well as their first year of admission to a college or university, in pursuit of their first baccalaureate degree. Graduate students may not exceed 130.0 semester credit hours in pursuit of a Ph.D. In both cases, the penalty for exceeding the maximum number of hours is assessment of non-Texas resident tuition without options for tuition waivers. See the Excess Hours Policy (p. 33) in this Catalog for details.

8. All accepted applicants intending to enroll are required to have completed immunizations requirements. Each student must submit written and signed documentation by a licensed healthcare provider (M.D., D.O., N.P., or PA) verifying their vaccination status. These are assessed and verified by the Student Health Clinic.

9. All applicants will have holds placed on their records prohibiting registration. These holds exist to ensure the institution’s receipt of critical documentation, including, but not limited to, updated immunization records, final and official transcripts from previous institutions attended, criminal background checks, and proof of citizenship. Holds may only be removed by designated officials in the various offices ultimately responsible for tracking and verifying the documentation sought. Documentation may need to be updated and/or resubmitted following breaks in attendance or delays in matriculation due to deferrals.

10. As of September 1, 2017, HB 1508 requires educational programs that prepare individuals for issuance of an initial occupational license to notify each applicant and enrollee of certain information related to their occupational license. Applicants to the Health Science Center with a criminal history could potentially be ineligible for a license, and other certain guidelines and restrictions. Additional information pertaining to HB 1508 may be found at: http://www.legis.state.tx.us/tlodocs/85R/billtext/pdf/HB01508F.pdf

Deferred Admission
Applicants who are offered admission may be granted deferred admission to the subsequent term by the admissions office under the school to which they applied. Under deferred admission, applicants must re-apply to the new term using the same application service and method, re-pay any application fees, and submit updated supporting documentation. Under no circumstances will applications be transferred electronically from one term to the next, nor will new, added or increased application fees be waived. Applicants under deferred admission who fail to re-apply using the same application service and re-pay application fees will not be matriculated into the new term.

Declined Admission
Applicants who are offered admission but decline the offer must re-apply to any subsequent term using the same application service and method, re-pay any application fees, and submit updated supporting documentation. This applies regardless of whether the applicant applies to the same program, or a different one. Under no circumstances will applications be transferred electronically from one term to the next, nor will new, added or increased application fees be waived. Applicants who decline an initial offer of admission must re-apply using the appropriate application service and re-pay any application fees in order to be matriculated into the new term, provided an offer of admission is extended under the new application.

Erroneous Applications
Applicants who apply to a program and/or particular term in error must re-apply to the intended program and/or term at their expense and in accordance with specified deadlines. Under no circumstances will applications be transferred electronically from one term to the next, nor will new, added or increased application fees be waived. Supporting documentation must be resubmitted with the new application. Deadlines will not be extended to accommodate the corrected application. In cases where deadlines cannot be met or have passed, applicants must apply to the next available term.

Re-Admission
It is the student's responsibility to re-apply for admission to the Health Science Center after an interruption of enrollment of more than one year prior to enrolling for classes. Interruption may occur as a result of inactivity and/or failure to register, administrative or voluntary leaves of absence, withdrawal, or dismissal.

In general, an application for re-admission by a student who has previously withdrawn or has been dismissed is subject to the same requirements, procedures, and acceptance considerations that apply to first-time applicants. Students will be asked to submit a current, updated criminal background check to their designated student affairs dean or other designated official at their own cost. Students may also be asked to submit new official transcripts from any colleges or universities attended since the time of the previous enrollment as well as provide other recent documents required by the schools. Individuals who have completed the first year of a program may be readmitted, at the discretion of the faculty, on a space-available basis.

If the student does not return until one year has elapsed regardless of the reason, he or she will have to re-apply for admission with the burden of proof for eligibility resting on the student. He or she will be competing for admission against students who have formally applied and been granted a bona fide leave of absence by the respective school prior to their absence; and/or all new applicants for admission.

Re-Admission Appeal: Should a student be denied re-admission under this policy, the student may appeal her/his denial of re-admission following the written re-admit appeal policy established by the affected school.

When students interrupt their enrollment at the Health Science Center and return later to complete their plan of study, major curriculum changes may have occurred, affecting the student's ability to graduate with requisite competencies/knowledge currently implied by the degree or certificate sought.

1. If there have been no curricular changes in the program during the non-enrollment period, the student may remain under the student's original degree plan. School of Medicine and School of Dentistry only recognize official Leave of Absence as interruptions to enrollment. Dismissals and withdraws, requested or required, would be treated under re-admission. Students that are re-admitted must start the curriculum with the class they are entering with, not the class they were in previously. The School of Medicine or School of Dentistry will determine the conditions under which a student may return to school from an official Leave of Absence.

2. When a student re-enrolls after an interruption of enrollment of more than one year (4 consecutive terms) but less than six years, a conference shall be held between the student and the student’s Program Faculty Advisor or other designated official to determine whether changes in the student's degree plan are necessary to acquire the competencies and knowledge required by the current degree or certificate:
   a. If course content has changed during the period of non-enrollment, even though course titles have not, the student
may be required to repeat such courses, if essential new competencies/knowledge must be acquired.

b. If program curricula have changed during the period of non-enrollment, the student may be required to follow the current degree plan.

c. If the student re-enrolls in a different program than the one in which the student was previously enrolled, the student’s new degree plan shall be governed by the degree or certificate requirements in the newly selected program that are in effect at the time of re-enrollment.

d. It is recommended that, prior to the conference with the student, the person responsible for this function should obtain a copy of the student’s current transcript and current degree audit record to determine the remaining courses that are necessary to omit the requirements of the original degree plan.

Although the university is under no obligation to readmit any student who has withdrawn or has been dismissed, a student may seek readmission for further study by petitioning the school. Whether readmission will be considered at the entry level or an advanced level will be determined on an individual basis and by the school.

Re-Admission – Military Service

In accordance with Section 51.844 of the Texas Education Code (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm), a student who withdraws from the university in order to perform active military service will be readmitted for any semester or summer session that begins within a year after the student’s release from active service. The student is not required to apply for readmission or pay an application fee, but he or she must be eligible to register for classes the semester or summer session for which readmission is requested. This policy applies to students who withdraw for service with the United States armed forces or a Texas national guard; however, it does not apply to students who withdraw solely to perform one or more training exercises as members of a Texas national guard.

For information on educational opportunities for veterans, please contact the Veterans Education Counselors Program (https://www.tvc.texas.gov/contact/).

International Students

Prospective students who are not U.S. citizens and do not have permanent resident status are subject to the same requirements, procedures, and acceptance considerations that apply to first-time applicants. Additionally, students will have to meet specified requirements by the Office of International Services (http://www.uthscsa.edu/ois/) (OIS).

Only degree-seeking applicants are eligible to apply for a student visa status.

Applicants from countries where English is not the native language are required to submit scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Please refer to each school’s admissions requirements for minimum TOEFL scores.

Scores on TOEFL and IELTS tests taken more than two years prior to the date of application are not acceptable.

- Countries exempted from the TOEFL and/or IELTS requirement: American Samoa, Australia, Bahamas, Barbados, Belize, Canada (except Quebec), Cayman Islands, Dominica, Federated States of Micronesia, Grenada, Guam, Guyana, Jamaica, Liberia, New Zealand, United Kingdom (all), Trinidad-Tobago, and Virgin Islands.

Transcripts from all previous educational experiences (from secondary schools through any post-secondary educational institutions) that are published in a language other than English language must be accompanied with an attachment which translates verbatim the wording on each document into the English language. Transcripts must be evaluated by an approved current NACES member (http://www.naces.org/members.htm) or AACRAO.

Joint Admissions

Joint Admission is a special alliance between a community college/university and the Health Science Center. This partnership is developed to make the student’s transition to the university as smooth as possible. As a community college/university student, joint admission participants can access many of the resources available to university students and receive some university perks before the student actually enrolls at that university.

The benefits to establishing joint admission process are to:

- Often reduce or have no university application fee
- Academic advising from both campuses to ensure the most effective and efficient path to graduation
- Often a university ID; this card will also give the student access to the university library
- Often a free university email account that can be used anywhere
- Easy transferability of courses between the two schools enabling the student to be awarded a degree after leaving the community college/university.

Students must complete an Intent To Enroll Form when they are ready to transfer from the community college/university and provide official transcripts from the community college/university to the Office of the University Registrar.

Non-Degree Seeking Admissions

An individual who wishes to enroll in courses offered by the School without entering a certificate or degree program must apply for admission as a non-degree student. In general, a non-degree seeking student will have an academic background similar to those ordinarily admitted to the School as a first time student; course prerequisites and minimum grade point averages (GPA) are generally consistent with the published admissions criteria for each School. Permission to enroll as a non-degree seeking student may be granted by the Dean or Associate Dean and will be enrolled only if space is available. Currently enrolled students have priority for courses.

Students seeking non-degree student status must:

- Communicate their desire to enroll as a non-degree seeking student to the school.
- Students must receive approval by the school.
- A student may register as a non-degree student for a maximum of four semesters. Exceptions to this rule will be decided by the school.
- Students who seek future enrollment in a Certificate or Degree Program may enroll for a maximum of 12 semester credit hours.
- Non-degree seeking students who seek future enrollment in a school’s program may transfer course hours taken as a non-degree student with the approval of the appropriate Director.
• Non-degree seeking students who wish to transfer courses to degree-seeking programs at a later date must do so within five years of completing the non-degree coursework.
• It is the student’s responsibility to determine if the course is transferable to her or his school.

Students must go through the appropriate non-degree seeking student admissions process and communicate directly with the school. Students do not have to register consecutively for classes each semester but may skip a semester without penalty.

Course grading policies and standards for non-degree status students are the same as those for regular students. All grades received as a non-degree status student will be included on the student’s transcript and used for computing the cumulative GPA if the student is subsequently admitted to a certificate or degree program.

Admissions - Children of Public Servants
An applicant for undergraduate admission is entitled to automatic admission if the applicant meets any minimum admissions requirements established by this institution and is a child of certain public servants who were killed or sustained a fatal injury in the line of duty.

ADDITIONAL ADMISSIONS CONSIDERATIONS
Student admissions committees throughout the university may consider several elements or personal characteristics in the selection of students. The specific elements to be used and the weight applied to each element in the selection of an applicant are the prerogative of the admissions committee of each school or program. It has been clearly documented and widely understood that admissions processes emphasizing performance of applicants on standardized test scores and grade point averages alone do not necessarily result in the admission of a diverse student body. Whenever desired by the schools, candidates will be interviewed prior to making admissions decisions. Elements that may be included in consideration of applicants are:
• Applicant’s goals for future (written personal statement or at interview)
• Awards and honors for academic achievement
• Awards and honors of distinction for humanitarian service
• Awards and honors for public speaking and communication skills
• Race and ethnicity
• Bilingual language ability
• Commitment/desire to serve in a medically underserved region of the state following graduation (written personal statement or at interview)
• Educational attainment of the applicant’s family
• Employment history, especially as it occurred simultaneously with undergraduate academic preparation
• Extracurricular activities
• GPA and standard test scores
• Hometown or county of residence is from medically underserved and/or health professional shortage areas, with particular emphasis on South Texas
• Leadership potential
• Personal interview
• Prior experience in providing health care related services
• Prior military service with training and experience in health-care-related area
• Public/community service volunteer activities
• Reference letters or recommendations
• Research accomplishments
• Socioeconomic history (educationally and/or economically disadvantaged)
• Standardized entrance exams (e.g. Graduate Record Examination [GRE]; Medical College Admissions Test [MCAT]; Dental Admissions Test [DAT])
• Successful experience in overcoming adverse personal, family, or life conditions/experiences
• Successful graduation from another nationally accredited health-care-related curriculum. (For example, a respiratory therapist might apply for admission to medical school; or a dental hygienist for admission to dental school, or a surgical technician might apply for admission to nursing school; an Emergency Medical Technician may potentially apply to Physician's Assistant program, medical school, nursing school, etc.)
• Texas residency status, including permanent residency status in some programs
• Volunteer activities in healthcare-related areas and/or the community

EQUAL OPPORTUNITY
Admission to and participation in the educational programs and activities of the Health Science Center shall be open to all qualified individuals regardless of race, color, religion, sex, national origin or disability. Preference should be given to Texas residents over non-residents.

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program, or activity sponsored or conducted by The University of Texas System or any of its institutions on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

Race and Ethnicity in Admissions
As authorized by The University of Texas System Board of Regents, race and ethnicity have been added to the pool of non-cognitive factors considered for admissions decision to Health Science Center academic programs. As state law requires one-year notification of changes to admissions criteria prior to their use in admission decision, the addition was effective beginning with academic year 2006-2007.

DIVERSITY STATEMENT
The Health Science Center’s educational programs are designed to meet the health work force needs of Texas. Health Science Center admissions criteria are aligned to foster the graduation of health professionals who will be responsive to the needs of the increasingly diverse population of the state. The Health Science Center is committed to the importance of diversity in the recruitment and education of future health professionals and holds that diversity enhances the delivery of care and service to communities across a broad range of racial and ethnic groups, and promotes efforts to reduce health disparities among these groups. A diverse student body raises the cultural competence of all health professional students. Diversity is not solely limited to race and ethnicity, but it also encompasses talents, life skills and special attributes. This commitment to diversity is expressed through the identification, recruitment, selection, matriculation and graduation of qualified health professions students from different racial, ethnic and/or disadvantaged
backgrounds. Our goals are for the Health Science Center student body to mirror the growing diversity of the Texas population and the promotion of understanding, among our students and graduates, of the multiple and varied needs of the individuals and communities that comprise the population of Texas.

**ACADEMIC TEXAS CORE CURRICULUM**

In compliance with Texas Education Code 61.821 - 61.83 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm), all undergraduate degree programs at the Health Science Center (i.e., health professions, dental hygiene and nursing) require completion of the Health Science Center Core Curriculum.

The Texas Core Curriculum describes the general education requirements that all first time college graduates must complete as part of their degree program. The core curriculum may be completed at another institution prior to enrolling at the Health Science Center. Upon initial transfer or subsequent re-admission after one full year or more of non-attendance at the Health Science Center is considered core curriculum complete by another Texas public institution of higher education as noted on the student's official transcript from that institution, they are considered core curriculum complete that the Health Science Center.

If the Texas Core Curriculum is completed at another college or university, the Health Science Center will consider this complete if completion of the core is documented on that transcript.

Any student concurrently enrolled at more than one institution of higher education must follow the core curriculum of the institution in which they are classified as a degree-seeking student. Accordingly all degree-seeking students at the Health Science Center must meet the core curriculum requirement set forth by the Health Science Center to be considered core complete. Students who complete core curriculum of another institution while enrolled at the Health Science Center as a degree-seeking student are, regardless of their status with the other institution, only considered core complete if their coursework satisfies all core curriculum requirements at the Health Science Center.

The Texas Core Curriculum includes courses such as history, government, fine arts, the sciences, communication and mathematics. It is recommended that the Texas Core Curriculum be completed prior to entry into the Health Science Center; however select courses may be taken during the first semester.

For detailed information about the Academic Core Curriculum please reference the Academic Texas Core Curriculum Policy (p. 46) in this Catalog.

**STANDARDIZED TESTS**

An applicant’s performance on a standardized test may not be used in the admissions or competitive scholarship process for a graduate or professional program as the sole criterion for consideration of the applicant or as the primary criterion to end consideration of the applicant. If an applicant’s performance on a standardized test is used in the admissions or competitive scholarship process, the applicant’s performance must also be used to compare the applicant’s test score with those of other applicants from similar socioeconomic backgrounds to the extent that those backgrounds can be properly determined and identified based on information provided in the institution’s admissions or competitive scholarship process. This does not apply to a standardized test used to measure the English language proficiency of a student who is a graduate of a foreign institution of higher education.

The university may not assign a specific weight to any one factor being considered in the admissions or competitive scholarship process for a graduate or professional program.

In addition to current university requirements for admission, Schools may require that applicants have either:

1. Successfully completed the curriculum requirements for the recommended or advanced high school program or its equivalent
2. Satisfied ACT’s College Readiness Benchmarks on the ACT assessment applicable to the applicant.
3. Satisfied the SAT assessment by meeting the following requirements: Before March 2016 - A combined math and critical reading SAT score of at least 1070 and a math score of at least 500 AND a combined math and critical reading SAT score of at least 1070 and a critical reading score of at least 500. On or After March 2016 - A math score of 530 or higher AND Evidence-Based Reading and Writing (EBRW) score of 480 or higher.

The above requirement may be satisfied if the applicant’s official high school transcript or diploma states that the applicant completed the portion of the recommended or advanced curriculum or its equivalent that was available to the applicant, but was unable to complete the remainder of the curriculum solely because courses necessary to complete the remainder were unavailable to the applicant at the appropriate times in the applicant’s high school career as a result of course scheduling, lack of enrollment capacity, or another cause not within the applicant’s control.

**TEXAS SUCCESS INITIATIVE**

The Texas Success Initiative (http://www.thecb.state.tx.us/institutional-resources-programs/public-universities-health-related-institutions/texas-success-initiative-and-developmental-education/) (TSI) was instituted to ensure that students enrolled in Texas public colleges and universities possess the necessary academic skills to perform effectively in college. As a transfer student, applicants to the undergraduate programs must submit qualifying scores on tests acceptable to the THECB if they were so required when entering their undergraduate institutions. Established cutoff scores on the SAT, ACT or TAKS tests qualify students for exemption. Proof of these scores must be submitted in place of scores on qualifying tests mentioned earlier. Alternative test scores accepted by the THECB may be provided as proof of compliance with academic skills regulations. Applicants from out-of-state colleges or private colleges who have never been required to take a qualifying test must take the test prior to acceptance for admission. Additional criteria exist to fulfill the TSI requirement. Non-resident students should contact the college for additional information. Request that test scores be sent to the Office of the University Registrar at the Health Science Center directly from the testing agency.

**TRANSFER OF CREDIT**

Transfer credit will be determined by the staff of the Health Science Center at the Office of the University Registrar (http://students.uthscsa.edu/registrar/) in conjunction with the schools, on a course-by-course basis from official transcripts submitted in the competitive admissions process. Course content will be determined by catalog course description or course syllabus. Course acceptability is guided by these criteria.
1. Courses can be considered for transfer if:
   a. They are acceptable as credit for a bachelor's degree at a regionally accredited institution.
   b. Students may request transfer credit from another institution regardless of its regional accreditation status. These requests are submitted in writing for evaluation by the Office of the University Registrar and the academic department.
   c. Course content is at or above the level of courses specified in the Health Science Center requirements for admission.
2. Courses intended for use in a vocational, technical or occupational program normally do not transfer; general courses within this type of program may transfer.
3. Credit on the transcript must appear in semester hours or credits that may be converted to semester hours.
4. Credit by examination courses will not be transferred.
5. Equivalency of course work is determined by content found in catalog course descriptions or syllabi of courses. In case of doubt, departmental faculty will determine equivalency. The final determination is left to the director of the Department.
6. As a general policy, course work with a passing grade may be transferred, but the applicant must keep in mind that admission to the program is on a competitive basis and grades of "F" are calculated into the grade point average.
7. Course hours will be evaluated on a course-by-course basis, but will be transferred as a block of hours and the grades do not calculate into the GPA for the program.
8. Credit will be given for UT System online consortium correspondence courses on a select basis.

For detailed information about the transfer credit please reference the Credit Hours Policy (p. 48).

**EXCESS SEMESTER CREDIT HOURS**

The State of Texas does not provide funds to the Health Science Center for semester credit hours (SCH) earned by resident Texas students (in-state) that exceed certain limits. To offset this loss, the Health Science Center, as permitted by law, will charge tuition at the higher, nonresident (out-of-state) rate to all Texas resident students that exceed these limits.

For detailed information about Excess Hours please reference the Excess Hours Policy (p. 33).

**SIX-DROP RULE**

Under Section 51.907 of the Texas Education Code (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51907) and 19 Texas Administrative Code § 4.10 (http://bit.ly/1PmFmSy/), "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if:

1. The student was able to drop the course without receiving a grade or incurring an academic penalty.
2. The student's transcript indicates or will indicate that the student was enrolled in the course.
3. The student is not dropping the course in order to withdraw from the institution.

Courses taken at a private institution or out-of-state do not count toward the six-course limit. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause. Contact the Office of the University Registrar for more information before you drop a course.

A Health Science Center undergraduate student affected by this statute that has attended or plans to attend another institution of higher education should become familiar with that institution's policies on dropping courses.

**THREE-PEAT RULE**

Undergraduate hours earned in a course taken by a student more than twice (known as the "Three-Peat" rule) exceeds the limits set by state law and may not be reported by the Health Science Center for state funding.

Exceptions to this law include:

2. Courses that may be repeated for credit because they involve different or more advanced content each time they are taken.
3. Independent study courses.
4. Special topics and seminar courses.

**ACADEMIC FRESH START**

The Texas Education Code, Section 51.931 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm), entitled "Academic Fresh Start" allows a person who is a resident of Texas to apply for undergraduate admission without consideration of previous coursework. Specifically, coursework completed 10 or more years prior to the date of anticipated enrollment will not be considered in the admission decision, nor in evaluation of excess hours under Texas Education Code §§4.068 and §61.0595. This allows the student to begin a new course of study without consideration of or penalty for previous college coursework.

An applicant who has earned a baccalaureate degree under Academic Fresh Start and applies for admission to a postgraduate or professional program will be evaluated on only the grade point average of the coursework completed for that baccalaureate degree, as well as other criteria stated herein for admission to the postgraduate or professional program.

1. This is an all-or-nothing option. Students are not able to pick and choose which courses to ignore and which courses to count. This option allows for omission of the student's academic record only. If the student chooses the "Academic Fresh Start" option, the student does not receive any credit for any courses taken 10 or more years prior to re-enrollment. This means that:
   a. Courses taken previously cannot be used to fulfill new prerequisite requirements.
   b. Courses taken previously cannot be counted towards a new degree.
   c. Courses taken previously will not be counted in the student's GPA calculation.
2. The student must still complete the usual admissions process, including providing information on all colleges or universities
3. Once the "Right to an Academic Fresh Start" provision has been claimed, and the student has enrolled, the provision cannot be reversed.

4. To request an Academic Fresh Start Form an applicant must submit a complete Admissions Application, a written petition for an Academic Fresh Start and all official transcripts to the Office of the University Registrar.

STUDENT HEALTH INSURANCE

Students who matriculate at The Health Science Center are required to obtain medical health insurance coverage, whether privately or through the institution. Confirmation of health insurance coverage is required at the time of registration each term in My Student Center via students.uthscsa.edu (https://students.uthscsa.edu/). Additional information regarding health insurance coverage can be obtained from the website (http://students.uthscsa.edu/studentlife/2013/03/health-insurance/) of the Office of Student Life (http://students.uthscsa.edu/studentlife/2013/03/health-insurance/).

IMMUNIZATIONS

Immunizations are required of all students. The Board of Regents may require immunizations against additional diseases for some students. Further immunizations may be required by the Board of Regents in times of emergency or epidemic. For a list of required immunizations, reference the Immunizations section of this catalog (p. 76).

RESIDENCY CLASSIFICATION FOR TUITION PURPOSES

Texas law classifies each person who applies for admission to a Texas public college or university as a resident of Texas, a non-resident, or a foreign (international) student. The Office of the University Registrar will classify the student based on the Core Residency Questions. How students are classified is important because it determines whether they pay non-resident tuition rates or in-state rates, which are lower.

Independent students who have resided and established domicile in the state of Texas for 12 consecutive months may be eligible to be considered residents of Texas for tuition purposes. Dependent students may base residency on a parent, court-appointed legal guardian or spouse. The parent, court-appointed legal guardian or spouse, however, must have resided and established domicile in Texas for 12 consecutive months. Additionally, if utilizing the spousal option, the student must document that the marriage occurred on or before 12 consecutive months before the census date. When applying for a Residency Reclassification, please submit a completed and signed questionnaire, and required supporting documents as listed on the questionnaire. If you are basing residency on a parent, court-appointed legal guardian or spouse, students must submit documents pertaining to the person for which residency is based on. Failure to submit supporting documents will result in a delayed decision.

Individuals who hold eligible visas may also qualify for in-state tuition.

A student who believes that the initial classification to be in error, or who believes that residency for tuition purposes has been established subsequent to the initial classification, may request a review by submitting a Residency Questionnaire (https://students.uthscsa.edu/registrar/2013/03/forms/) to the Office of the University Registrar. The decision of the Registrar is final and is communicated to the student in writing as soon as possible following a decision.

RESIDENCY RECLASSIFICATIONS

Reclassification as a Non-resident

Persons who have been classified as residents of Texas will be reclassified as non-resident students whenever they report, or there is found to exist, circumstances indicating a change in legal residence to another state. If students who have been classified as residents of Texas are found to have been erroneously classified as a result of an omission or falsification, they will be reclassified as non-residents and will be required to pay the difference between resident and non-resident fees for the semesters for which they were erroneously classified.

Reclassification as a Resident

Persons classified as non-residents upon first enrollment may request reclassification. In order to have residence status reconsidered, students must complete the Core Residency Questions and submit it with the appropriate documentation regarding residency to the Office of the University Registrar prior to the first day of class of the semester for which the change is sought. After the form and documentation are reviewed, students are notified in writing by way of an electronic letter of the residence decision.

If students have been erroneously classified as non-residents and subsequently prove to the satisfaction of the University’s residency official that they should have been classified as resident students, they will be reclassified as residents of Texas and will be entitled to a refund of the difference between the resident and non-resident fees for the semesters in which they were erroneously classified.

All students are expected to pay the tuition assessed on or before the payment date for each semester as established by the University. All Residency Questionnaires and forms verifying non-resident tuition exemption status must be submitted prior to the first day of class of the term for which the change is sought. To prevent any delay in enrollment, students are encouraged to submit all forms at least two weeks before registration.

Non-compliance with Institutional Rules and Regulations

If students have obtained residency classification by virtue of deliberate concealment of facts or misrepresentation of facts, they may be required to repay the difference in tuition rates and may be subject to appropriate disciplinary action, in accordance with the rules and regulations of the Health Science Center. Each situation will be evaluated by administrators of the Office of the University Registrar as well as The Vice President for Academic, Faculty and Student Affairs.

REVIEW OF ADMISSIONS

Each school’s admissions committee or equivalent group of officials must regularly review their respective admissions requirements for compliance and good practices within higher education. In accordance with accrediting standards under the Southern Association of Colleges and Schools Commission on Colleges and University of Texas System Regents Rules, admissions practices must be consistent and carried out based on best practices. Consistency includes holding all applicants to the same admissions requirements.
EXCESS CREDIT HOURS POLICY

UNIVERSITY DECISION

The Texas Education Code §54.068 and §61.0595, as well as Texas Administrative Code Chapter 13, Subchapter F, §13.102 through §13.108, indicates that the State of Texas will not provide funds to state institutions of higher education for excess semester credit hours earned by an undergraduate resident student. The Texas Education Code §54.012 specifies that doctoral students who exceed the critical number of semester credit hours are also not funded by the state. Therefore, it is the University’s decision to charge non-resident tuition to any undergraduate or graduate student who has excess credit hours regardless of the student’s residency status, appointment, fellowship or any other circumstance that would normally entitle the student to resident tuition rates, including tuition waivers.

PERTINENT INFORMATION

Undergraduate Students

If a student began undergraduate course work before Fall 1999, the student is exempt from excess hours legislation.

Undergraduate students who enrolled in Fall 2006 or subsequent semesters are considered to be in excess hours if their total attempted semester credit hours exceed more than 30 credit hours beyond the required number of hours for the completion of the degree program in which they are enrolled.

The following types of credit hours do not count towards the limit:

- Remedial or developmental courses
- Workforce education courses
- Dual credit courses (college level courses taken during high school), as well as Advanced Placement credits
- Hours for special topics and seminar courses
- Independent study courses
- Hours for courses that involve different or more advanced content each time they are taken, including but not limited to, individual music lessons, Workforce Education Courses, Manual Special Topics courses (when the topic changes), theater practicum, music performance, ensembles, certain physical education and kinesiology courses, and studio art
- Continuing Education Courses that must be repeated to retain professional certification
- Courses earned as part of a student’s progression towards and completion of a previous bachelor's degree
- Hours earned by students at private or out-of-state institutions
- Hours earned by examination or similar method by which credit is earned without registering for a course for which tuition is charged

Graduate Students

Hours taken at the Health Science Center (other than those taken for the M.D./D.D.S. professional programs) that exceed the 99-hour or 130-hour limits at the doctoral level may not be reported by the Health Science Center for state funding. As such, all doctoral students exceeding this limit will be assessed the non-resident tuition rate regardless of their residency status or any appointment, fellowship, or other circumstance that would normally entitle them to resident tuition rates.

DEFINITION OF TERMS

Attempted Credit Hours

For doctoral students, attempted credit hour calculation includes all enrolled courses at the Health Science Center regardless of grade assignment. For example, if a student takes a course and receives a grade of "incomplete" or "unsatisfactory," the hours for that course count towards excess hours limits. If a student takes a course and drops it after the Census Date, the hours for that course will also be applied towards excess hour limits. If a student is registering for a dissertation course and gets a grade of "IP" (In Progress) at the end of the term, the hours associated with that course will also be counted towards excess hours limits.

Critical Number

For doctoral students in nursing the number is 99 credit hours; for other basic sciences, the number is 130 credit hours.

Semester Credit Hours

A semester credit hour is defined as nominally one hour of classroom time per week per semester. Thus a class which is held for three hours a week for one semester is a three semester-hour course. However, although most of the courses taken at university are of three semester hours, some may involve more contact time, as in the case of laboratory courses, and some less time, as may be the case in some seminar courses. Such courses carry the three semester-hour weight, but regardless of actual class time, should be considered as comprising one-fifth of the student’s course load.

30-Hour Rule

Undergraduate students initially enrolled as undergraduates in an institution of higher education beginning the 2006 Fall semester and subsequent semesters may not exceed 30 hours more than the minimum number required for the completion of their degree program.

45-Hour Rule

Undergraduate students initially enrolling as undergraduate in an institution of higher education beginning the 1999 Fall semester, but no later than the 2006 Summer semester, may not exceed 45 hours more than the minimum number required for completion of their degree program.

99-Hour Rule

Graduate students enrolled in the Nursing Ph.D. program may not exceed total of 99 attempted hours (including earned) in pursuit of the degree. Hours beyond that critical number are unfunded by the state, and so the Health Science Center assesses non-resident tuition to recuperate the loss of funds and costs associated with educating these unfunded students.

130-Hour Rule

Graduate students enrolled in other Ph.D. programs, including those under The Graduate School of Biomedical Sciences, may not exceed total of 130 attempted hours (including earned) in pursuit of the degree. This includes dissertation and research hours, among others. Hours beyond that critical number are unfunded by the state, and so the Health Science Center assesses non-resident tuition to recuperate the loss of funds and costs associated with educating these unfunded students.
UNIVERSITY PROCEDURE

Students’ Responsibilities

- Undergraduate students must submit all official transcripts from previously attended institutions as excess hours are not based on Health Science Center data but on statewide data. (Doctoral students must also provide transcripts although inter-institutional hours are not calculated. Rather, this is to meet other rules and regulations. See the Admissions Policy for more information.)

- To avoid being charged nonresident tuition, resident students must be aware of the number of credit hours required for their degree and avoid taking more than the maximum hours above the program requirement.

- Students should seek advisement from their respective department so that they may be assisted in creating a plan for degree completion, considering the impact of previous coursework, current semester credit hours attempted, and total allowable semester credit hours for attainment of the degree.

- If receiving Financial Aid, the student should seek advisement from The Office of Veteran Services and Financial Aid, as they have a separate hour limit for funded hours.

Students are encouraged to use the table below to identify the maximum number of hours that they can take based on the hours required for their degree. The hours required for the degree can be found in the appropriate program section of this Catalog. Students should use the 45-hour enrollment cap (second column) if they first attended college between fall 1999 and summer 2006. Students should use the 30-hour enrollment cap (third column) if they first attended college beginning fall 2006. Graduate students should refer to the fourth and fifth columns based on their program of study.

### Undergraduate

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<th>Hours Required for Degree</th>
<th>45 Hr. Enrollment Cap</th>
<th>30 Hr. Enrollment Cap</th>
<th>99 Hr. Enrollment Cap</th>
<th>130 Hr. Enrollment Cap</th>
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### Ph.D.

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### Excess Hours Appeals

Students have the right to appeal decisions that place them under penalty of non-Texas resident tuition rates following review of their coursework. Students must request an appeal in writing to the Registrar; a paper letter or email is sufficient. The Registrar or Designee will conduct a course-by-course review of the student’s college coursework from all institutions previously attended and/or those taken at the Health Science Center and seek opportunities for reconsideration of credit counted towards excess hours based only on those exemptions noted above. The decision of the Registrar or Designee is final. Documentation related to the appeal, including the original request, will be scanned into the student’s electronic record.
FINANCIAL AID

FEDERAL FINANCIAL ASSISTANCE

All students applying for admission into Department of Education approved degree-seeking programs at UT Health San Antonio are eligible to apply for federal financial assistance if they meet the eligibility requirements as determined by the Department of Education. To apply for all forms of federal or state financial aid a student must complete the Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov/) on an annual basis. Students wishing to apply for institutional scholarships must also complete an online scholarship application through My Student Center (https://students.uthscsa.edu/)(after submission of the FAFSA for the new aid year). Texas residents that cannot complete a FAFSA, due to an ineligible citizenship status, may complete the TASFA (http://www.collegeforalltexans.com/?objectid=D465D848-EA0F-C0EA-5209BC8C89262877) application for consideration of scholarships and/or other state aid.

The Veteran Services and Financial Aid (VSFA) web site (http://students.uthscsa.edu/financialaid/) is maintained and updated as needed to provide students with the most current information available and students are strongly encouraged to use it as their first source of information concerning VSFA policy and procedures.

UT Health San Antonio may require additional information to complete the application based on an evaluation of your FAFSA data. Students are encouraged to take seriously all correspondence requests for information from VSFA, as all documents are required by federal regulation to process your application. Students should only send documents requested by VSFA. Once all documents are received and processed, the application is considered complete and is ready for awarding. Awards for financial assistance are not made until late spring/early summer for semesters beginning in the subsequent fall term, and may span the entire award year (fall, spring, and summer) as determined by the student's expected graduation term.

UT Health San Antonio awards students, who are ready for packaging, favorable aid such as grants/scholarships or work study funds on a first-come, first-served basis, using the date your FAFSA was electronically signed. Students are encouraged to apply as soon as possible each aid year and complete all required steps (http://students.uthscsa.edu/financialaid/2013/02/how-to-apply/).

Students awarded Federal Direct Loans will be required to complete an Entrance Counseling Session (https://studentloans.gov/myDirectLoan/index.action/) prior to receiving a disbursement from this program. Disbursement of financial aid occurs for students on or around 10 days prior to the first class day if it falls on a business day. Emergency loans will NOT be given in advance of a scheduled disbursement date as this is considered advance of federal funds and is barred by regulation. Students that receive Federal Direct Loans will be required to complete an online Exit Counseling Session (https://studentloans.gov/myDirectLoan/counselingInstructions.action?counselingType=exit). Students that fail to complete it within 30 days of the initial notice will be emailed a link to the electronic Exit Counseling Guide (a copy can be found here (http://catalog.uthscsa.edu/generalinformation/financialaid/loan-exit-counseling-1_2018.pdf)).

All Federal Direct Loan borrowers (students and parents) will be required to complete the Annual Student Loan Acknowledgment (ASLA) task with the Department of Education before receiving the first disbursement from the Federal Direct Loan program. This task must be completed each new award year beginning with the 2022-2023 award year. The ASLA requires student and parent borrowers to view how much they currently owe in federal student loans, and to acknowledge that they have seen these amounts, before borrowing new loans each award year. The new tool is available for use now, and you can voluntarily log on to your Federal Student Aid (https://studentaid.gov/) account to view your total debt levels.

SELECTIVE SERVICE REQUIREMENT

Students subject to selective service registration will be required to provide proof of registration, or proof the student is exempt from selective service registration, in order to be eligible to apply for federal or state financial aid and/or to receive exemptions and waivers from the State of Texas.

COMPETITIVE ACADEMIC SCHOLARSHIPS

UT Health San Antonio awards competitive scholarships on a school-by-school basis as funds allow. All matriculating students are eligible to apply for competitive scholarships by submitting the online scholarship application (http://students.uthscsa.edu/financialaid/2013/04/scholarships/). Each school will develop specific guidelines and criteria for awarding the scholarships. The competitive scholarship must be recommended by the Loan and Scholarship Committee of each school. Applicants should contact the appropriate school within UT Health San Antonio for information about deadlines.

Non-resident students who are awarded a competitive scholarship of at least $1,000 for the academic year are entitled to pay the tuition and fees required of Texas residents for the duration of the scholarship or a period not to exceed one academic year. The total number of students at UT Health San Antonio paying resident tuition under the competitive scholarship criteria must not exceed five percent of the total number of enrolled students at UT Health San Antonio during the prior fall semester. Students must re-apply each academic year and complete the steps above - funds are not automatically renewable.

AIR FORCE RESERVE OFFICERS TRAINING CORPS PROGRAM

By agreement with UT Health San Antonio, a student may obtain a commission as an officer in the U.S. Air Force upon completion of a baccalaureate or master's degree at UT Health San Antonio and completion of the Air Force Reserve Officers Training Corps (ROTC) program at The University of Texas at San Antonio (UTSA) (http://www.utsa.edu/). Scholarships are available on a competitive basis from UTSA and these scholarships provide tuition and fee assistance, a book allotment, and monthly subsistence allowance. UTSA program coordinators will notify the Bursar’s office when a scholarship has been awarded and the amount received will be factored into the students aid package here at UT Health San Antonio.

In addition to courses, students are required to attend a weekly leadership laboratory and physical training. For more information contact Air Force ROTC at UTSA at 210-458-4624 or e-mail at afrotc@utsa.edu.

FEDERAL or STATE COLLEGE WORK-STUDY EMPLOYMENT

UT Health San Antonio has limited amounts of College Work-Study funds to award each year. Funds are awarded on a first-come, first-
served basis to students who indicate they are “interested in Work-Study” on their FAFSA and have financial need. Students that are not initially awarded can request to be placed on the wait-list and will be awarded as funds become available. Candidates for State work study funds must also be classified as Texas residents. Students will earn these funds by working no more than 20 hours per week and can find potential employers by reviewing open positions on the VSFA website (http://students.uthscsa.edu/financialaid/2013/03/federal-work-study/).

COST OF ATTENDANCE

The Cost of Attendance (COA) is determined by the Veteran Services & Financial Aid (http://students.uthscsa.edu/financialaid/) office each year and is based on the estimated costs a student will incur for each semester. Included in the COA are estimates for actual tuition and fee costs, a book allowance, a room and board allowance including health insurance, transportation, and personal/miscellaneous expenses. Students required to purchase a laptop for entry into their program of choice will receive an allowance for the bundle with the least cost. Students purchasing more expensive bundles will need to follow the budget adjustment process to request an increase to their COA. Students not required to purchase a laptop from UT Health San Antonio, that wish to include the one-time cost of a computer/tablet, can submit an adjustment request form along with proof of purchase by the student here (http://students.uthscsa.edu/financialaid/2013/02/financial-aid-forms/). See information online (http://students.uthscsa.edu/financialaid/2013/02/cost-of-attendance/) for the components of the various Cost of Attendance budgets at UT Health San Antonio.

Tuition and Fees Policy

UNIVERSITY DECISION

Tuition and fees are collected by an institution of higher education from students attending the university as permitted by the Texas Education Code. However, the determination to increase the fees and charges are made by the University administration and The University of Texas System Board of Regents. Students are assessed tuition and fees based on the location and programs in which they are enrolled and the degrees being pursued. Students enrolled in programs and pursuing degrees that are a partnership arrangement with another university may be assessed the tuition and fees approved by the partnership.

PERTINENT INFORMATION

By statutory provision, the Board of Regents has the authority and power to prescribe, regulate and otherwise engage in and control tuition and registration fees as well as non-resident fee exemptions. No student may attend class, laboratory, or clinic until the student is officially registered with tuition and fees (or an installment payment) paid. Registration is not complete until tuition and fees are paid by the last business day, before first class day.

When and if a student misses the official publicized tuition and fees payment deadline (known as Census Day as defined by the Texas Education Code), the student shall be removed from enrollment by the Office of the University Registrar as approved by the Deans’ Council on 10-20-2009.

UNIVERSITY PROCEDURE

1. Typically, at the first Board meeting of the calendar year, a schedule of tuition and fee rates will be presented to the Board of Regents for approval for the upcoming school year.

2. The annual Tuition and Fee schedule, once approved by the Board of Regents will be utilized by UT Health San Antonio as appropriate when registering students for the new school year.

3. The Tuition and Fee Schedule will remain in effect for the entire school year unless modified and approved by the Board of Regents.

4. Below is a definition and explanation of current existing tuition and fee items in effect at UT Health San Antonio:

Procedural Charges

Application Fee
UT Health San Antonio assesses a nonrefundable application fee that is required of all applicants. The amount to be charged depends upon the school the student wishes to apply for admission; information is available on the individual school websites (http://uthscsa.edu/academics/).

Auditing Charge
All auditors of courses must submit an Audit Course Form, with appropriate approvals, to the Office of the University Registrar. Students registered at UT Health San Antonio may with the approval of the instructor and Department Chair of the department in which the course is offered, audit courses by paying an auditing charge of $25 per course if students are not officially enrolled in UT Health San Antonio courses and $5.00 if they are officially enrolled. The audit charge is nonrefundable.

Credit Card Expense Charge
A charge of 2.9% of balances paid is assessed to all students electing to use a credit card for payment.

Duplicate Diploma Charge
A charge of $50 will be assessed for each request for a duplicate diploma. If the student requests a rush order a charge of $125 will be assessed.

Returned Check Charge
A fee authorized by Section 54.504 of the Texas Education Code, charged for checks returned due to non-sufficient funds.

Installment Plan Fee
A $15.00 fee will be charged per semester to students who elect to pay their tuition and fees on an installment basis.

Tuition and Mandatory Fees

Tuition
Pursuant to Subchapter B, Chapter 54, Texas Education Code (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.54.htm), each student who registers at UT Health San Antonio is required to pay tuition according to the number of semester credit hours for which registration is completed and according to his or her residence classification.

1. Statutory Tuition – A tuition charge authorized under Texas Education Code (TEC) §54.051 in an amount determined by the Texas Legislature for resident or nonresident students. Currently, the university rate is set at $50 per semester credit hour (SCH) for resident students. Higher rates are charged for nonresident students.
2. Designated Tuition – Is established by the local governing board for effective operation of the institution. TEC §54.0513 authorizes institutions other than public community colleges to impose on any graduate or undergraduate, resident or nonresident student, an additional tuition charge that the governing board of the institution considers necessary for the effective operation of the institution. This rate varies by institution.

3. Designated Tuition (Deregulated) – A tuition charge authorized under TEC §54.008 for graduate programs. Institutions can set tuition at rates at least twice that of undergraduate tuition, and can set different rates among programs.

Online Instructional Fee
Students who reside outside of Texas and are enrolled in the Dental Hygiene distance education (online) course/program are assessed $250.00 per credit hour with no additional tuition or fees. Texas residents enrolled in a distance learning/online course pay regular in-state tuition and fees.

Computer and Technology Fee
A School of Nursing student who registers at UT Health San Antonio is required to pay a $15.00 per semester credit hour charge; all other students who register at UT Health San Antonio are required to pay a $10.00 per semester credit hour charge. This fee is to defray costs associated with managing, maintaining, upgrading, and general operations of the University’s technology infrastructure, electronic resources and online services.

Library Fee
A charge of $300.00 per academic year is assessed to all students enrolled at UT Health San Antonio to defray costs of providing library services.

Student Assistance Fee
A charge of $50.00 per semester is assessed for School of Health Professions, with the exception of Emergency Health Sciences programs.

Medical Services Fee
A charge of $225.00 per academic year is assessed to all students for medical services provided at the student health center and student counseling center.

Health Insurance Fee
Varies each year. Insurance is currently provided by Blue Cross Blue Shield.

Student Service Fee
A fee authorized by Section 54.503 of the Texas Education Code, charged for the provision of services that directly involve or benefit students. Services may include recreational activities, health and hospital services, medical services, intramural and intercollegiate athletics, artists and lecture series, cultural entertainment series, debating and oratorical activities, student publications, student government, the student fee advisory committee, student transportation services and other student activities and services specifically authorized and approved by the governing board of the institution of higher education. An annual compulsory student services fee of $220.00 is charged to all students.

Lab Fee
A fee authorized by Section 54.501 of the Texas Education Code, the fee varies by course.

Parking Fee
A fee authorized by Section 54.505 of the Texas Education Code, charged for parking of one’s motor vehicle on campus property. This is a varied fee.

Student ID Card Fee
A fee authorized by Section 54.504 of the Texas Education Code, charged a student the first time attending UT Health San Antonio is registered to defray the cost of preparing student ID cards. An additional fee for the replacement of lost cards will be charged.

Fitness Center Fee
A fee authorized by Section 54.515 of the Texas Education Code, charged to defray expenses associated with Fitness Center operations or this fee helps to defray the cost of operating and maintain a student fitness center. An annual $480.00 is assessed to students.

Liability Insurance Fee
A fee charged to students to cover the cost of malpractice insurance for students who are involved in direct patient care. The fee varies by school.

Installment Late Fee
A $10.00 fee charged for late payment of an installment payment due.

Transcript Fee
A fee charged for transcripts and charges to produce a copy of student’s account.

Exceptions to Mandatory Fees
There may be limited exceptions for the removal of mandatory fees:

1. for those students who are in a joint degree program covered through an institutional memorandum of understanding between the two (or more institutions) and who pay the mandatory fees to their home institution;
2. for those students who are in an exclusive online degree program.

In both instances, students in the above categories must seek the support from their associate dean for academic affairs at their school, who would then submit requests for approval to the Vice President of Academic Faculty and Student Affairs, requesting an exemption from these fees.

ADDITIONAL COLLEGE, COURSE FEES AND INCIDENTAL CHARGES

Graduation Fee
A fee authorized by Section 54.504 of the Texas Education Code, charged to defray the expense of preparing student’s diploma and services related to graduation. A $100.00 is assessed for the first degree and an additional $50.00 is assessed for additional degrees earned.

EQUIPMENT AND MATERIALS FEE

Implantation Materials Fee
A $500.00 fee assessed for second year School of Dentistry students.

Technology Fee
A $350.00 fee is assessed to School of Dentistry and Medicine students and $10.00 an hour for School of Health Professions and Graduate School of Biomedical Sciences students.

Laptop Fee
Fee varies by School and it is assessed by the TechZone (http://ims.uthscsa.edu/computer_networking/computer_store.aspx).
Clinic Usage
A $2,070.00 fee is assessed to School of Dentistry students. Advanced Dental students in Orthodontics are assessed $14,100.00 annually.

Human Material Fee
A $1,326 fee for School of Dentistry and Medicine 1st year students and $884.00 for the School of Health Professions. The course also requires a $30.00 lab fee.

Microscope Fee
A $48.00 fee is assessed to 1st and 2nd year School of Medicine students and School of Dentistry students.

Equipment Leasing Fee
A $2,400.00 fee is assessed for Dental Professionals students and a $400.00 fee per term for Dental Hygiene Undergraduate students.

Support Fees
Educational Software Fee
A fee assessed to School of Medicine students to cover the cost of new software and annual maintenance costs associated with new technology and Ultrasound equipment.

Undergraduate Academic Advising Fee
A $284.00 fee is assessed to undergraduate School of Nursing students to provide services to assist struggling students and support student leadership development.

Education Support Fee
A fee assessed to School of Health Professions students to cover the cost of materials, equipment leased, course fees and practicum fees. The fee varies depending on the program. Students enrolled in the Emergency Health Science Program are not assessed this fee.

Program Clinic Fee
A $100.00 fee is assessed to all School of Health Professions students with the exception of Emergency Health Science and Physical Therapy programs.

Program Examination Fee
A $145.00 fee is assessed to Occupational Therapy students. The fee is to support the purchase of exams required by accreditation standards.

Student Assessment Fee
A $100.00 fee is assessed to Physician Assistant Studies students. The fee is to assist in the monitoring of the student’s progress.

Payment Policy
It is the policy of UT Health San Antonio that all expenses, including tuition and fees, are due and are to be paid by each student at the time of registration unless specifically exempted. Student may be registered and tuition and fees, are due and are to be paid by each student at the time of registration.

- The student is eligible for a deferred payment of tuition through one of the university’s approved payment plans
- If you qualify for state or federal education benefits earned through military service, and payment to the school is delayed, you may be eligible for a 60-day deferment of tuition and fees to avoid late fees and/or being dropped from classes. Complete and submit the deferment request form (https://www.tvc.texas.gov/wp-content/uploads/2017/09/HB-846-Form-Fillable.pdf) to the Bursar’s Office.

Registration is made final only upon satisfaction of all charges.

Billing
Tuition and fee bills for registration during early registration, regular registration, and late registration are available online and are not mailed.

When the student is billed, he/she is given a definite payment date for the amount due. If payment is not received, the student will receive a delinquent payment fee and/or his/her records, transcripts, and registration may be blocked until full payment is received.

Refunds
Fee Refund Schedule (Complete Withdrawal)
Both graduate and undergraduate students who withdraw from this institution during a fall or spring semester will receive a refund of a percentage of tuition and refundable fees based on the schedule below. Medical and dental students who withdraw in the fall of the academic year will receive a 100% refund of tuition and fees for the second half of the year (spring) and a refund for the first half of the year (fall) based upon the schedule below.

Students receiving Financial Aid through Title IV programs may have this refund returned to the federal government in accordance with the provisions in the Higher Education Act of 1965, as amended in 1998.

Fall, Spring, or Summer term of 10 weeks or longer:

<table>
<thead>
<tr>
<th>Time of Withdrawing</th>
<th>Amount of Refund of Tuition and Returnable Fees and Charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first class day</td>
<td>100% of applicable tuition and returnable fees and charges</td>
</tr>
<tr>
<td>During the first 5 class days</td>
<td>80% of applicable tuition and returnable fees and charges</td>
</tr>
<tr>
<td>During the second 5 class days</td>
<td>70% of applicable tuition and returnable fees and charges</td>
</tr>
<tr>
<td>During the third 5 class days</td>
<td>50% of applicable tuition and returnable fees and charges</td>
</tr>
<tr>
<td>During the fourth 5 class days</td>
<td>25% of applicable tuition and returnable fees and charges</td>
</tr>
<tr>
<td>After the fourth 5 class days</td>
<td>No refund of tuition, fees, or charges</td>
</tr>
</tbody>
</table>

Summer term of 9 weeks or less:

<table>
<thead>
<tr>
<th>Time of Withdrawing</th>
<th>Amount of Refund of Tuition and Returnable Fees and Charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of class</td>
<td>100% of applicable tuition and returnable fees and fees</td>
</tr>
<tr>
<td>During first 3 class days</td>
<td>80% of applicable tuition and returnable fees and fees</td>
</tr>
</tbody>
</table>
Opportunity Grants (SEOG).

Loan Program, Perkins loans, Pell grants, or Supplemental Educational unearned aid a student has received. The types of Title IV funds included are student loans from the William D. Ford Direct

school. The portion returned is referred to as the aid a student received, back to the Title IV program from where the funds were used to determine eligibility for refund and/or final approval of classes dropped.

A student who concurrently adds and drops the same number of credit hours will neither be charged nor refunded for this add/drop.

Refund for Courses Dropped
100% of tuition and fees will be refunded for courses dropped prior to the census day of the term provided the student remains enrolled in the institution for that term and has remaining eligibility for the funds after the reduced tuition/fee costs have been factored into the student’s Cost of Attendance by the Veteran Services and Financial Aid office for Title IV aid recipients. No refunds will be made for courses dropped following the census day of the term unless the student withdraws from the university.

If the student withdraws from the university, the Fee Refund Schedule will be used to determine refund eligibility. Students receiving assistance through Title IV programs will have their tuition and fee allowances re-evaluated by the Veteran Services and Financial Aid office to determine the impact of the dropped course(s). Students who drop below half-time before census day, after receiving their Title IV program funds, will have their tuition/fee refund returned to the federal/state programs.

The student must follow all university procedures to officially drop a course or withdraw from school.

A student must complete a Student Clearance Form to receive a refund.

The date of receipt of the form in the Office of the University Registrar will be used to determine eligibility for refund and/or final approval of classes dropped.

Once classes begin there will be no refunds for fitness fee, insurance fees, student I.D. cards, installment plan fees, parking or other fees specifically designated as non-refundable.

TITLE IV REFUND
This refund policy applies to any financial aid recipient who withdraws from school.

As an institution participating in programs under Title IV of the Higher Education Act (http://www.ed.gov/policy/highered/leg/hea98/), UT Health San Antonio is required to return a portion of the Title IV financial aid a student received, back to the Title IV program from where the funds were originally disbursed, as a result of the student’s withdrawal from school. The portion returned is referred to as the Title IV Refund (http://students.uthscsa.edu/financialaid/2013/03/financial-aid-withdrawals-repayments-refunds/) and is calculated by determining the portion of unearned aid a student has received. The types of Title IV funds included in this calculation are student loans from the William D. Ford Direct Loan Program, Perkins loans, Pell grants, or Supplemental Educational Opportunity Grants (SEOG).

RETURN OF FEDERAL FUNDS DUE TO WITHDRAWALS OR LEAVE OF ABSENCE
Students withdrawing from UT Health San Antonio prior to completing 60% of the semester, and who have received Federal Title IV aid are required to return the unearned portion of funds received. Funds used to pay tuition and fees are returned by UT Health San Antonio to the appropriate federal fund as calculated by VSFA. This is NOT a refund of tuition and fees to the student. State law describes the amount of tuition and fees that a student is responsible for paying regardless of when they withdrew. Refer to the “Fee Refund Schedule” below for details on tuition and fee refunds for drops and withdrawals. Student who are granted a leave of absence over 180 days are considered withdrawn as it relates to financial aid. Funds returned due to a Title IV Refund Calculation will be returned in the order specified by the Department of Education, following the priority shown below:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal PLUS Loan
4. Federal Pell
5. Federal SEOG

Satisfactory Academic Progress Standards require a student to progress in their degree program in order to receive Title IV assistance. Withdrawals, or a leave of absence from school, may be considered a violation of this standard. Any student not meeting the standards who subsequently returns to school may need to file an appeal with the VSFA office to explain, in writing, the circumstances of the withdrawal before eligibility for federal or state aid can be reinstated. Please see the VSFA web site for full details here (http://students.uthscsa.edu/financialaid/2013/05/are-you-meeting-sap-requirements/).

INSTALLMENT PAYMENTS
Payment of tuition and fees in installments may be an option for students. A fee of $15 is assessed for handling installment payments of tuition and fees, and a $10 late fee is assessed for each late payment.

Penalties for failing to make installments on time include:
1. Being barred from class until payment is made;
2. Withholding of credit if payment is not made by the end of the semester, with the university adjusting its records to reflect the student’s failure to have properly enrolled;
3. Bar against readmission and withholding of grades, degree, and official transcript, and/or
4. Other remedies authorized by law.

Professional Schools
Students in Professional-level programs (School of Dentistry D.D.S. and School of Medicine M.D.) pay tuition and fees based upon the curriculum for the academic year.

The following alternatives are available:

<table>
<thead>
<tr>
<th>Medical and Dental Students</th>
<th>Maximum Hours Per Week Permitted to Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td></td>
</tr>
<tr>
<td>Registered for x Graduate Hours</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>at Registration</td>
</tr>
<tr>
<td>50%</td>
<td>at the end of winter break</td>
</tr>
</tbody>
</table>
Option 2 (for students without Financial Aid only)

<table>
<thead>
<tr>
<th>Registered for x Graduate Hours</th>
<th>Maximum Hours Per Week Permitted to Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>at Registration</td>
</tr>
<tr>
<td>25%</td>
<td>1 month later</td>
</tr>
<tr>
<td>25%</td>
<td>1 week at midpoint of the academic year</td>
</tr>
<tr>
<td>25%</td>
<td>30 days after the 3rd installment</td>
</tr>
</tbody>
</table>

Graduate and Undergraduate Students

Both Undergraduate and Graduate students (Graduate School of Biomedical Sciences, School of Health Professions and School of Nursing) pay tuition and fees based upon the hours for which they register each semester.

- One-third payment of tuition and fees in advance of the beginning of the semester (registration) and
- One-third payment 30 days after first payment and
- One-third payment 30 days after second payment.

A 60-day tuition loan is available for the full amount. An origination fee of 1.25% of the amount of the loan is assessed to cover the cost related to providing the loan.

TUITION SET ASIDE FOR FINANCIAL ASSISTANCE

Students are informed of the amount of their tuition set aside for financial assistance as mandated by the Texas Education Code, Section 56.014. The information will be included on their tuition bill available online prominently displaying the notice regarding the specific amount that is required to be set aside by the institution. For more information please visit the VSFA web site (https://students.uthscsa.edu/financialaid/2013/06/designated-tuition-set-aside/).

TUITION FOR REPEATED OR EXCESS CREDIT HOURS

Undergraduate Students

Authorized by Section 54.014 of the Texas Education Code, an undergraduate student who pays resident tuition rates will be charged nonresident tuition rates, and deemed ineligible for tuition waivers or exemptions, if the student has accumulated the greater of either

1. 170 or more semester credit hours without earning a baccalaureate degree, or
2. More than 30 semester credit hours than is required for completion of the baccalaureate degree. In addition, a higher tuition rate may be charged if a student enrolls again in a course that is the same or substantially identical to a course that the student previously completed.

Graduate Students

Authorized by Section 54.012 of the Texas Education Code, a student who has earned 100 or more semester hours of credit at the doctoral level (130 semester credit hours for biomedical sciences) is subject to the nonresident tuition rate, even if the student is a Texas resident or holds an appointment that would normally entitle the holder to pay resident tuition. In addition, a higher tuition rate may be charged if a student enrolls again in a course that is the same or substantively identical to a course that the student previously completed.

More information on excess hours may be found under the Excess Hours Policy (p. 33).

TUITION FOR REPEATED COURSES

A student whose hours may no longer be submitted for formula funding because it is the same or substantially similar to a course that the student previously attempted for two or more times at UT Health San Antonio may be charged a higher tuition rate per semester credit hour or nonresident tuition rates.

WAIVER OF NON-RESIDENT TUITION

Nonresidents who may qualify to pay tuition at the resident rate without regard to the length of residence in Texas include:

1. Military personnel assigned to duty in Texas and their spouse and children.
2. Faculty employed at least one-half time on a regular monthly basis at a state institution of higher learning and their spouse and children.
3. Teaching or research assistants employed at least one-half time in a position which is related to the assistant’s degree program under academic regulations and their spouse and children.
4. A student who holds a competitive academic scholarship for at least $1,000, which was awarded in competition with Texas students by a scholarship committee, recognized by the university and The Texas Higher Education Coordinating Board. The total number of students at an institution paying resident tuition under this provision for a particular semester may not exceed five percent (5%) of the total number of students registered at the institution for the fall semester of the preceding year.
5. Veterans eligible for benefits under the Post-9/11 Veterans Educational Assistance Act of 2008 (38 U.S.C. Section 3301 et seq.) or any other federal law authorizing educational benefits for veterans. Veterans, or their eligible dependents, must reside in Texas while enrolled at the institution and must submit a Letter of Intent to Establish Texas residency with the Veteran Services and Financial Aid office.

A non-resident student who believes he/she is qualified for one of the tuition waivers must provide documentation to the Veteran Services and Financial Aid office no later than the census date for the term in order for the application of the waiver to be considered for that term. Full details of all applicable Texas waivers can be found at www.collegeforalltexans.com (http://www.collegeforalltexans.com/) under “Types of Financial Aid.”

EXEMPTION FROM TUITION AND FEES

The Texas Higher Education Coordinating Board prescribes certain cases in which students can be exempt from tuition and/or certain fees. It is the student’s responsibility to initiate the action of applying for an exemption and providing satisfactory evidence that all conditions required for the exemption have been met. Until such time as the exemption is granted, a student will be required to pay all tuition and fees from his or her own funds. Students may be required to meet UT Health San Antonio’s Satisfactory Academic Progress Standards in order to receive an exemption/waiver. Please review the web site for the Texas Higher Education Coordinating Board (http://www.collegeforalltexans.com/apps/financialaid/tofa.cfm?Kind=W) for a complete list of exemptions/waivers and their requirements however, please be advised that not all exemptions/waivers are available at UTHSCSA. Please visit
the Veteran Services and Financial Aid website for information concerning exemptions/waivers (https://students.uthscsa.edu/financialaid/2019/02/tuition-exemptions-and-waivers/) applicable to UTHSCSA.

Students who might be eligible for an exemption must apply for the exemption with the Veteran Services and Financial Aid office before the census day of the semester in which they plan to use the exemption provision. Hazlewood recipients must complete all required documents and submit to VSFA before the last class day of the term as published in UT Health San Antonio academic calendar and medical and dental professional students must complete by the last class day in the fall session.

**Adopted Students Formerly in Foster or other Residential Care**

**Who is eligible**
Certain adopted students

**Requirements**
- To be eligible, a student must:
  - have been adopted
  - have been the subject of an adoption assistance agreement under Subchapter D, Chapter 162, Family Code

**Tuition and fees exempted**
Tuition and fees

**Blind and Deaf Students**

**Who is eligible**
Texas residents who are deaf or blind

**Requirements**
- Certification of deafness/blindness for the Texas Commission for the Deaf & Hearing Impaired/Texas Commission for the Blind. Form must be provided to the Office of Veteran Services and Financial Aid.

**Tuition and fees exempted**
Tuition and fees

**Children of Disabled/Deceased Texas Firefighter and Law Enforcement Officers**

**Who is eligible**
Children under 21 of full-paid or volunteer firefighter; full-paid or volunteer municipal, county, or state peace officers including a game warden; or custodial officer of the Department of Criminal Justice who died or became disabled in the line of duty.

**Requirements**
- Certification from parent’s workplace must be provided to the Office of Veteran Services and Financial Aid

**Tuition and fees exempted**
Tuition and fees

**Disabled Peace Officers**

**Who is eligible**
A permanently disabled peace officer as a result of an injury suffered during the performance of a duty as a peace officer of this state or a political subdivision of this state and is unable to continue employment as a peace officer because of the disability.

**Requirements**
- To receive an exemption, the student must:
  - be a Texas resident
  - be taking undergraduate work
  - not exceed 12 semesters in the undergraduate program

**Tuition and fees exempted**
Tuition only for no more than 12 semesters/sessions

**Children of Prisoners of War or Persons Missing in Action**

**Who is eligible**
Child (under 21) or a dependent (under 25) who receives majority of support from parent

**Requirements**
Parent must be a resident of Texas on active duty and be classified by the Department of Defense as a Prisoner of War or Missing in Action at the time of registration, and certification must be provided to the Office of Veteran Services and Financial Aid

**Tuition and fees exempted**
Tuition and fees
Firefighter Enrolled in Fire Science Courses

Who is eligible

Students employed as a paid firefighter by a political subdivision of the State of Texas or Active member of volunteer fire department who holds an accredited advanced certification (or the equivalent), under the State Firemen’s and Fire Marshal’s Association of Texas volunteer certification program, or a Phase V (Firefighter II) certification (or the equivalent) under the Texas Commission of Fire Protection’s voluntary certification program under Section 419.071, Govt. Code. Enroll in courses offered as part of a Fire Science Curriculum.

Requirements

Submit complete Texas Fireman Exemption Request from the VSFA website (http://students.uthscsa.edu/financialaid/) on an annual basis.

Tuition and fees exempted

Tuition and lab fees only.

Hazlewood Act (Texas ex-servicemen and Children of Texas Veterans) - rules subject to change by the Texas Veterans Commission (https://www.tvc.texas.gov/education/hazlewood-act/) and/or Texas Legislature.

Who is eligible

A. A veteran may qualify for benefits under the Hazlewood Act if she or he:

- entered the service at a location in this State, declared this State as the person's home of record in the manner provided by the applicable military or other service, or would have been determined to be a resident of this State at the time of entry into the armed forces of the United States
- was a nurse, member of the Women's Army Auxiliary Corps, member of the Women's Auxiliary Volunteer Emergency Service, and all honorably discharged members of the armed forces of the United States who served during World War II except those who were discharged from service because they were over the age of 38 or because of a personal request on the part of the person that he or she be discharged from service
- was honorably discharged from the armed forces of the United States after serving on active military duty, excluding training, for more than 180 days and who served a portion of their active duty during:
  - the Cold War which began on the date of the termination of the national emergency cited above
  - the Vietnam era which began on December 21, 1961, and ended on May 7, 1975
  - the Grenada and Lebanon era which began on August 24, 1982, and ended on July 31, 1984
  - the Panama era which began on December 20, 1989, and ended on January 21, 1990
  - the Persian Gulf War which began on August 2, 1990, and ends on the date thereafter prescribed by Presidential proclamation or September 1, 1997, whichever occurs first
  - the national emergency by reason of certain terrorist attacks that began on September 11, 2001; or
  - any future national emergency declared in accordance with federal law.

- received an honorable discharge, a general discharge under honorable conditions, or an honorable release from active duty
- has attempted fewer than 150 credit hours of college courses since the fall of 1995 using the Hazlewood exemption

- has exhausted eligibility for federal veterans’ or survivor’s educational benefits during the semester/term in which they are enrolled

- is not in default on any education loans made or guaranteed by the Federal Government or the State of Texas, and

- is enrolled in an eligible program of study. An institution may not grant a Hazlewood Act exemption for continuing education courses for which they do not receive state tax support, unless the institution’s board has specifically granted them permission to do so.

B. The exemptions provided for in Subsection (A) of this section also apply to the spouse or children of members of the armed forces of the United States who:
are or were killed in action
die or died while in service
are missing in action
whose death is documented to be directly caused by illness or injury connected with service in the armed forces of the United States
who becomes totally disabled for the purposes of employability as defined by the Department of Veterans Affairs.

Subsection (B) provisions also apply to the spouse or children of members of the Texas National Guard and the Texas Air National Guard killed since January 1, 1946, while on active duty either in the service of their state or the United States.

However, to qualify for this exemption (B) the spouse or child must be classified as a resident on the date of the spouse's or child's registration.

C. A person who becomes eligible for an exemption provided by Subsection (A) may waive any unused portion of their eligibility to their child. To be eligible to receive an exemption under this subsection, the child must:

be classified as a resident when the child enrolls,
make satisfactory academic progress in accordance with the policy of the institution’s financial aid department, except for the requirement to enroll in a minimum course load, and,
be 25 years of age or younger on the first day of the semester or term for which the exemption is claimed (a child who suffered from a severe illness or debilitating condition that affected their ability to use the exemption, may be granted additional time to use the exemption corresponding to the time the child was unable to use the exemption because of the illness or condition).

Requirements A student seeking to use the exemption for the first time must:

complete an application in the Office of Veteran Services and Financial Aid prior to the official last class day of the term for which the exemption is requested or the fall term for a professional medical or dental student.

(for veterans who have served on or after 09/11/2001) submit a letter from veterans administration attesting to her or his exhaustion of federal veterans educational benefits that may be used only for the payment of tuition and fees, and meet other program requirements as in the past.

A student continuing to use the exemption must:

sign a release form, and
meet other program requirements as in the past.

Tuition and fees exempted Tuition and fees other than service fees.

No student may use Hazlewood for more than 150 credit hours.

Surviving Spouse and Dependent Children of Certain Deceased Public Servants (employees)
Who is eligible Surviving spouse or minor child of certain police, security, or emergency personnel killed in the line of duty.

Requirements To be eligible, a student must:

be the eligible surviving spouse or child of an individual listed in Government Code, Sec. 615.003
be a full-time student
have his or her eligibility certified by the Texas Higher Education Coordinating Board.

Tuition and fees exempted Tuition.

Required fees and charges.

Cost of contract for food and housing (if qualified).

Cost of textbooks.

(Exemptions valid until a student receives a bachelor’s degree or 200 semester credit hours, whichever occurs first.)

Students in Foster Care
Who is eligible Students who are under the conservatorship of the Department of Family and Protective Services:

on the day preceding the student’s 18th birthday;
on or after the day of the student’s 14th birthday if the student was also eligible for adoption on or after that day, or
on the day the student graduated from high school or received equivalent of a high school diploma, or
on the day preceding the date the student is adopted (if on or after September 1, 2009), or
on the day preceding the date permanent managing conservatorship of the student is awarded to a person other than the students’ parent (if on or after September 1, 2009).
And enrolls as an undergraduate no later than:
the student’s 25th birthday.
Effective with the Spring 2010 semester:
applies to all persons under the conservatorship of the Department of Family Protective Services during an academic term in which the student was enrolled in a dual credit course or other course for which a high school student may earn joint high school and college credit can be used by eligible students while in high school to avoid the tuition and fee costs of dual enrollment courses.

Requirements
Certification from the Texas Department of Family and Protective Services must be provided to the Office of Veteran Services and Financial Aid Tuition and fees exempted
All tuition and fees for preceptors. Children receive up to 500 per semester for up to ten semesters or until the child receives their first bachelors degree.

Nursing Preceptors and Dependents
Who is eligible
Preceptors to professional nursing education programs and their eligible children.

Requirements
To receive an exemption, the preceptor must:
be a resident of Texas
be a registered nurse
be serving under a written preceptor agreement with an undergraduate professional nursing program as a clinical preceptor for students enrolled in the program for the semester or other academic term for which the exemption is sought.

Tuition and fees exempted
All tuition, up to 500 per semester for preceptors. Children receive up to 500 per semester for up to ten semesters or until the child receives their first bachelors degree.

Valedictorian of an Accredited High School
Who is eligible
Highest-ranking graduate of an accredited Texas high school.

Requirements
Certification from high school must be provided to the Office of Veteran Services and Financial Aid Tuition and fees exempted
Tuition during first two regular (Fall and Spring) semesters immediately following their graduation may be granted for any one of the first four regular semesters immediately following their high school graduation with the permission of the Health Science Center President.
GENERAL ACADEMIC POLICIES

General Academic Policies are in place to provide students with direction as they navigate their educational careers at the Health Science Center (http://www.uthscsa.edu/). These policies are consistent with federal law, rules and regulations under The Texas Higher Education Coordinating Board (http://www.thecb.state.tx.us/) and University of Texas System (http://www.utsystem.edu/), and accreditation standards under the Southern Association of Colleges and Schools Commission on Colleges (http://www.sacscoc.org/). General academic policies apply to all applicants and students regardless of program, school, or certificate or degree sought. They also apply to all non-degree students.

Each school and many programs have established policies specific to their students that must be adhered to in addition to general academic policies. These policies can be found under each school’s section in this Catalog.

Academic Continuity in Emergency Situations

Authority of a program’s curriculum resides with the appropriately constituted curriculum committees within a school or department, in accordance with the Department and School’s bylaws. Recommendations for curricular changes or modifications that have been approved by a curriculum committee are then routed through the Department and School’s governance process, before then being communicated to the Vice President for Academic, Faculty and Student Affairs and the University Registrar. Recommendations for changes or modifications to a program’s admissions process are to follow the appropriate comparable governance review and approval process through the Department and School and then to the Vice President for Academic, Faculty and Student Affairs and the University Registrar.

In emergency situations of a prolonged duration, substantive changes to the admissions process and substantive changes to the curriculum should be reviewed by local admissions and/or curriculum committees and follow the subsequent approval processes. Examples include, but are not limited to:

1. Changes that modify the course requirements to enable students to graduate as scheduled, or as closely as possible to the planned graduation date. Curriculum committees may substitute demonstration of the fulfillment of student learning outcomes and/or competency standards, as applicable. In many cases, professional programs are following guidance sanctioned by their professional accrediting bodies.
2. Changes in the length of the course terms, and if necessary academic terms, to enable students to fulfill remaining curricular requirements that can only be accomplished through in-person instruction and clinical education.
3. Changes in grading from a graded scale (A through F) to a pass/fail option for a specific set of courses or for a specific academic term, because of the exceptional limitations applicable to the emergency.
4. Changes in admissions processes regarding the acceptability of course work completed during emergency situations that alter an institution's awarding of grades vs. pass/fail options.

All substantive changes enacted by programs to accommodate academic continuity in light of a prolonged emergency must be approved by the Dean of the School and submitted to the Vice President for Academic, Faculty and Student Affairs and the University Registrar, for final review prior to adoption. Documentation submitted to the Dean, Vice President for Academic, Faculty and Student Affairs, and the University Registrar must include the dates of the curriculum committee meetings, and other shared governance meetings as appropriate, and executive summaries of the actions taken.

Such changes must articulate the time frame for which the changes are in effect, as the information will need to be communicate in official University records, such as the Catalog and/or program handbooks.

Academic Probation and Suspension Policy

UNIVERSITY POLICY

It is the policy of the Health Science Center to inform students of their scholastic standing in keeping with the following designations: Good Standing, Scholastic Probation and Scholastic Suspension.

PERTINENT INFORMATION

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that each institution clearly define and publish its policy regarding suspension and readmission of students for academic reasons.

OPERATING REQUIREMENTS

Good Standing

I. Graduate and Professional Programs

Students in graduate and post-baccalaureate professional programs follow their academic programs’ standards for being in good academic standing. Please refer to the academic policies and standards in each school for more details.

II. Undergraduate Programs

An undergraduate student who maintains minimum 2.00 standards of progress cumulative and term grade point averages will be in good academic standing.

A. Scholastic Probation

An undergraduate student whose standards of progress cumulative or term grade point average is below 2.00 at the end of an enrollment period is placed on scholastic probation. This student may continue on scholastic probation by achieving a minimum standard of progress term grade point average of 2.00 at the end of the enrollment period. This student is removed from scholastic probation when the standards of progress cumulative and term grade point averages are 2.00 or above.

Scholastic probation is a serious warning that the quality of the student’s work must improve in order for the student to continue enrollment at the university. Students on scholastic probation are required to meet with their advisor prior to registration and may be required to enroll in special programs or courses in order to improve grade point average. After advisement, the student may be permitted to enroll while on scholastic probation.
B. Scholastic Suspension

Scholastic suspension occurs when an undergraduate student on scholastic probation fails to maintain minimum academic standards. A student on scholastic probation who fails to achieve a standard of progress term grade point average of 2.00 or higher will be suspended for one calendar year. A suspended student may appeal for a waiver of a suspension to the school dean or dean's designee. Any student who is scholastically suspended will be permitted to reapply for admission one calendar year from the scholastic suspension term. A student who re-enters the university after having been suspended will be placed on scholastic probation status and will be subject to the minimum requirements governing scholastic probation.

Students should consult directly with their respective dean's offices for additional information regarding scholastic and academic standing.

Academic Program Review Policy

The academic program review process is integral to the assessment and academic planning of academic programs at the Health Science Center. The process is intended to examine, assess, and strengthen academic programs offered at the Health Science Center. Program reviews are a means to ensure advancement in the quality of the Health Science Center’s academic programs. The process enables a comprehensive assessment of goals, infrastructure, operations, and outcomes in relation to the mission and strategic plan of the university. The program review process facilitates dialogue among the president, vice president, dean and program faculty leadership. The process provides an organized and structured opportunity for all to reflect on educational practices and review the role of their program in the context of the full array of programs offered by their school and institution.

The Health Science Center mandates that all academic programs receive a comprehensive review on a periodic basis. The academic program review cycle includes and aligns to the requirements for school-specific accreditation organizations and the Texas Higher Education Coordinating Board (THECB). The Vice President for Academic, Faculty, and Student Affairs (http://www.uthscsa.edu/vpaa/) collaborates with respective school deans to establish programmatic review dates based on requirements of external accreditors and the THECB.

For more information about the Academic Review Policy, see Policy 2.7.2 (http://uthscsa.edu/hop2000/2-toc.aspx) in the Health Science Center Handbook of Operating Procedures (HOP).

Academic Texas Core Curriculum

Students who will be receiving their first baccalaureate degree from the Health Science Center must successfully complete the Texas Core Curriculum requirements. See the General Education Core Curriculum Policy (p. 74) for more information, including changes to the Health Science Center’s Core Curriculum based on legislation passed in 2013 and applicable to students matriculating in the fall of 2014 and thereafter.

The Texas Common Course Numbers (TCCN) are provided for guidance. Information is available online (http://www.tccns.org); searches can be conducted by school or course. Applicants are encouraged to contact the Office of the University Registrar (http://students.uthscsa.edu/Registrar/) or the respective school/program office to inquire about other courses that may satisfy Core Curriculum requirements.

Any student concurrently enrolled at more than one institution of higher education must follow the core curriculum of the institution in which they are classified as a degree-seeking student. Accordingly all degree-seeking students at the Health Science Center must meet the core curriculum requirement set forth by the Health Science Center to be considered core complete. Students who complete core curriculum of another institution while enrolled at the Health Science Center as a degree-seeking student are, regardless of their status with the other institution, only considered core complete if their coursework satisfies all core curriculum requirements at the Health Science Center.

If a student’s transcript from another Texas public college or university indicates that the student has completed the institution’s core curriculum, no additional core curriculum requirements will be imposed. An Associate in Applied Science degree does not deem a student core complete. If a student has not completed the core requirements at another Texas institution prior to entering the Health Science Center, the student must complete outstanding core requirements before a baccalaureate degree will be awarded by the Health Science Center (even if all program requirements have been met at the Health Science Center). Students who are deficient in core requirements, upon acceptance at the Health Science Center, should work closely with their academic advisor and/or program director to finalize these requirements before completion of the baccalaureate program at the Health Science Center, as meeting Texas Core requirements is a requirement of degree completion. Courses completed must fulfill transfer requirements and be equivalent to the deficient course. Applicants should note that most programs require full completion of the Texas Core prior to admission to the Health Science Center.

College Level Examination Program (CLEP) or Advanced Placement (AP) credit may be accepted for core curriculum requirements. The maximum number of hours accepted for CLEP shall be established by the respective school/program. More information is available in the Policy on Awarding Academic Credit, Transfers and Substitutions (http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/policyonawardingacademiccredittransfersandsubstitutions/) in this Catalog.

Timeline to Complete the Texas Core Curriculum

It is recommended that the Texas Core curriculum be completed prior to entry into the Health Science Center, however select courses may be taken up until one semester before graduation.

Change of Personal Information

Students may change their personal biographical information by visiting the Office of the University Registrar (http://students.uthscsa.edu/registrar/), or by logging in to My UT Health and accessing My Student Center. Changes made in person are processed within 48 business hours, while changes made by students online are instantaneous. Students should note that name changes can be made in person at the Office of the University Registrar so that staff may verify supporting legal documentation for the name change or by submitting the Change of Information form with supporting documentation to registrars@uthscsa.edu. For more information on the process, contact the office at registrars@uthscsa.edu, or access the website (http://students.uthscsa.edu/registrar/).

Concurrent Enrollment Policy

UNIVERSITY DECISION

It is the decision of the Health Science Center to establish agreements between specified universities to facilitate the admission and registration
process. Students must be currently enrolled at their home institution in order to participate. Admission to the Health Science Center is not necessarily guaranteed under such agreements.

**PERTINENT INFORMATION**

The Texas Education Code 54.011 ([link](http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.54.htm)) states that when students register at more than one public institution of higher education at the same time, their tuition charges shall be determined in the following manner:

- The student shall pay the full tuition charge to the first institution at which the student registered; and in any event the student shall pay an amount at least equal to the minimum tuition specified in this code.

- If the minimum tuition specified in this code for the first institution at which the student is registered is equal to or greater than the minimum tuition specified in this code for the second institution at which the student is registered concurrently, the student shall not be required to pay the specified minimum tuition charge to the second institution in addition to the tuition charge paid to the first institution, but shall pay only the hourly rates, as provided in this code, to the second institution.

- If the minimum tuition specified in this code for the first institution at which the student is registered is less than the specified minimum tuition charge at the second institution (that is, if the second institution has a higher minimum tuition charge specified in this code), then the student shall first register at the institution having the lower minimum tuition and shall pay to the second institution only the amount equal to the difference between the total tuition charge at the second institution and the total tuition charge at the first institution, but in no case shall the student pay to the second institution less than the hourly rates as provided in this code.

- If a student is considered to be a Texas resident and therefore qualified to pay Texas resident tuition rates by one institution at which she or he is registered, that student shall be considered a Texas resident at each of the institutions at which she or he is concurrently registered for the purposes of determining the proper tuition charges. Nothing in this subdivision shall be so construed as to allow a nonresident to pay resident tuition except at institutions covered by Section 54.060 of this code.

**DEFINITION OF TERMS**

**Concurrent enrollment** refers to taking courses at another university, a community college, or UT’s University Extension program (online, web-based, or traditional classroom) while also enrolled in classes at the Health Science Center. Students may count classes taken concurrently at another institution if the following criteria are met:

- They have met with their academic programs and obtained permission

- They are not in their first semester of enrollment at the Health Science Center

- They possess a cumulative GPA of at least 2.5

**Joint Admission** refers to the process established by formally approved agreements between two institutions, typically with another institution identifying qualified program participants and applicants as eligible for admission to the Health Science Center. In some cases admission may be guaranteed. More information is available under each school’s admissions policies in this Catalog.

**Home Institution** refers to the institution that a concurrently enrolled student identifies as his or her primary institution, where at a majority of classes are expected to be taken, and from which the published diploma will be awarded. Only the institution awarding the degree will report the degree awarded to The Texas Higher Education Coordinating Board.

**PROCEDURE**

**Students Responsibilities**

- Students must discuss their degree plans with their departments before requesting concurrent enrollment.

- Students are responsible for determining whether their course(s) will satisfy any outstanding degree requirements at the home institution.

- A minimum of 24 of the last 30 hours taken towards the degree must be in academic residence (taken at the degree-granting institution). Courses taken via UT Extension and/ or at another institution do not count toward this requirement.

- Particular courses may transfer to the Health Science Center and may count toward degree requirements; however, the course may not give the foundation necessary for future coursework in that field at the Health Science Center.

- UT Extension coursework (web-based, classroom, or correspondence) will count toward students’ GPAs at the Health Science Center; transfer courses from other educational institutions will not count towards their GPAs at the Health Science Center.

- Students who take a course concurrently at another educational institution must arrange for that institution to send an official transcript to The Office of the University Registrar at the Health Science Center. Courses with grades of “C” or better will transfer (in some instances, an academic program may require a minimum grade of B) and, if concurrent enrollment has been approved, will be counted toward a degree at the Health Science Center; P/F (pass/fail) grades will only count toward electives.

- Students must complete coursework by the last class day published on official academic calendars ([link](http://students.uthscsa.edu/registrar/2013/04/academic-calendar/)) at the Health Science Center for the semester in which they petition for concurrent enrollment.

- Approval for Concurrent Enrollment must be obtained through students’ respective academic programs each semester, with approval reaching The Office of Veteran Services and Financial Aid ([link](http://students.uthscsa.edu/financialaid/)) as well.

- Students are required to visit with The Office of Veteran Services and Financial Aid ([link](http://students.uthscsa.edu/financialaid/)) prior to registration at a secondary institution in order to plan for any changes to the awarding of financial aid and other forms of assistance.

**Course Cross Enrollment Policy**

**UNIVERSITY DECISION**

It is the decision of the Health Science Center to allow students to enroll in courses in other Health Science Center schools/programs outside their
home school/program, so long as: 1) students receive permission from both their home school/program and the school/program in which they plan to enroll by completing an official Cross-Enrollment Form (https://students.uthscsa.edu/registrar/2013/03/forms/); 2) the course in which the student plans to enroll has start and stop dates that are consistent with the student’s program of study start and stop dates.

PERTINENT INFORMATION

It is the responsibility of the schools/departments to advise students on which courses in other schools/programs will count toward their degree program. Further, individual curriculum committees within each school/program are charged with deciding which courses/programs will allow cross-enrollment. They also will be charged with informing the Office of the University Registrar which courses should be open for cross-enrollment and specifying for each course if there are any students who are to be given priority enrollment (for example, students in their final year of study).

Transcripts: If students sign up for a course outside of their home school/program, the course will be listed on their home career transcript. For example, if a nursing student takes a course in the School of Health Professions (SHP) while the student is an active student in the School of Nursing (SON), the SHP course will show on the same transcript as the student’s nursing courses.

Tuition and fees:

- Under state statute, students in the D.D.S. and M.D. program can only be charged a flat, base tuition rate and will not be charged separately for cross-enrolled courses. Semester credit hour based excludes D.D.S. and M.D. students.
- Students will be charged tuition and fees (including such fees as the Medical Service fee and Fitness fee) based on their home/billing school/program rate regardless of what school/program owns the course in question.
- Course fees will be charged based on the course in question.
- Students will be charged program fees (such as the education support fee in the School of Health Professions) for their home/billing school/program (if applicable) and may be charged the program fee of the schools/programs of courses in which they are cross-enrolled (if applicable), unless the impacted schools/programs agree to waive that fee. If a school decides to waive program fees for cross-enrolled students, they are responsible for informing the Office of the Bursar in writing of their intent to waive these fees. Students should refer to the Cost of Attendance table on the Office of the Bursar’s website for information about program fee waivers by school/program.
- Financial aid can only be used for courses counting toward degree program completion. A curriculum committee approving a course for cross-enrollment and/or the signature of an administrator designated by the dean of the student’s home school/program on the Cross-Enrollment Form will serve as proof that the course is considered part of the student’s degree program for purposes of Financial Aid. It is the responsibility of the schools/departments to verify and certify that a course taken outside a student’s home career will count toward their degree.

Course Rosters: All students registered for a course, regardless of their home school/program, will appear on the same course roster, with the exception of Dental and Medical students enrolled in semester-based courses. They will appear on a separate roster for annually enrolled students.

Courses Requiring Approval: Students must receive permission to enroll in a course offered outside their home school/program, if said course has not been pre-approved as an open-enrollment course. Students can enroll, without receiving approval, in courses that are published in the catalog as pre-approved, open-enrollment courses in their home program’s plan of study.

Curriculum committees in the schools/program identify courses which will be open for cross-enrollment, designate them as approved, open-enrollment courses in the appropriate plans of study and publish them in the catalog. Students who desire to take a course that is not a pre-approved, open-enrollment course in their plan of study must request approval from both their home program and the receiving program following the process listed below.

DEFINITION OF TERMS

Cross-enrollment refers to taking one or more courses in a Health Science Center school/program that is not the same as the student’s home school/program.

Designated administrator/adviser is the person(s) designated by the school/program (sending or receiving) to approve the enrollment of students in a course that is outside their home school/program.

PROCESS

1. Students complete the Cross-Enrollment Form (https://students.uthscsa.edu/registrar/2013/03/forms/) and request approval from the designated administrator/adviser in their home school/program and the designated administrator/adviser in the receiving school/program (http://students.uthscsa.edu/registrar/wp-content/uploads/sites/2/2017/06/Course-Cross-Enrollment-List.pdf).
2. Student submits the completed Cross-Enrollment Form to the Office of the University Registrar.
3. Staff in the Office of the University Registrar are notified if the start and stop dates of the cross-enrollment course in question fall outside the start and stop dates of the student’s home program/school. When dates of the course are not consistent with the student’s home program the Office of the University Registrar, in consultation with the appropriately designated administrator(s) in the student’s home program/school, will make a determination on a case-by-case basis as to whether the student will be allowed to enroll in the course in question.
4. Office of the University Registrar registers student for the course.

Curriculum and Credit Hours Policy

PERTINENT INFORMATION

As part of the continued accreditation of the institution, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) performs reviews of the institution’s assignment of credit hours. Academic credit has stipulated the basis for measuring the amount of engaged learning time expected of a student enrolled not only in the traditional classroom settings but also laboratories, clinics, seminars, practicums, internships and other experiential learning, and distance and correspondence education. The common use of academic credit amongst all institutions ensures the transfer of coursework from one institution to another. The federal government also relies on the
For the calculation of semester credit hours, the Health Science Center medical education programs in the United States. Courses in accordance with the accreditation standards of the Liaison Committee on Medical Education (LCME), the accrediting body for medical education programs in the United States.

The School of Medicine determines the amount of credit awarded for courses for each program by the School is determined by each school's Dean's Office, in conjunction with "semester credit hour" or "unit." Semester credit hours are based on contact hours. Contact hours are the amount of time a student has with an instructor or instructional assistant such as a research assistant or preceptor, whether face-to-face or virtual. A semester is defined by the Texas Higher Education Coordinating Board ("THECB") as 15 weeks of instruction and a week for final examinations (Title 19 Texas Administrative Code §4.6). Therefore, assuming a lecture format, the traditional 3-hour semester credit-hour course, for example, contains 45 to 47 contact hours.

Distance education and hybrid courses use the same credit hour requirements as face-to-face courses. Further, courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester. For example, a three-credit-hour course that meets for one hour three times per week in a 15 week semester (45 contact hours) must meet nine hours per week in a five week semester (45 contact hours) to be equivalent. This does not apply to rotational classes offered in the School of Medicine or the School of Dentistry.

The School of Medicine determines the amount of credit awarded for courses in accordance with the accreditation standards of the Liaison Committee on Medical Education (LCME), the accrediting body for medical education programs in the United States.

For the calculation of semester credit hours, the Health Science Center recognizes the following components:

- Clinical
- Conference
- Laboratory
- Lecture
- Practicum
- Pre-clinical
- Seminar

DEFINITION OF TERMS
Semester Credit Hour
34 CFR § 600.2 defines the amount of work represented in intended learning outcomes and verified by evidence of student achievement within one semester (fall, spring or summer) that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours. (See 34 CFR 668.8(k) and (l).)

"Credit hour" may be used interchangeably at the Health Science Center with "semester credit hour" or "unit."

UNIVERSITY PROCEDURE
COURSE DEVELOPMENT
Course developers are to ensure that the quantity of student learning required per credit hour is the equivalent of 15 hours (=1 semester for the final) of coursework for the semester through activities that:

1. Address and demonstrate student competency in the defined learning outcomes; and

2. Draw upon recommended instructional practices identified by the Health Science Center's Office of the University Registrar (see contact to credit hour ratio).

Student learning outcome equivalencies are to be based on documented qualitative and quantitative expectation for:

1. Time required of students to complete assigned learning activities, taking into account expectations based on degree level, discipline, and weight in students' final course grade;

2. Time required of students to read and understand content developed by course faculty, excluding time required to read assignments in a course syllabus;

3. Time required of course faculty to respond to student questions received via e-mail, posted in the online classroom, and/or discussed in the online class chat room; and

4. Time required of course faculty and students to participate in online conference activities.

Student learning outcome equivalencies reflect differences in delivery methods, quality of instruction and interaction, degree of supervision, measurements of student work, academic disciplines, academic calendars, and degree levels.

Each School is responsible for demonstrating to SACSCOC that these requirements are met for both courses composed of seat-time and other alternative delivery methods.

CREDIT HOUR BY COURSE
The Office of the University Registrar is responsible for calculating the number of semester credit hours associated with courses given the definitions above. The Office of the University Registrar strongly advises against courses that carry variable credit hours, that is, courses whose credit hours vary by student or by semester. This is because consistency and fairness are expected procedurally and with respect to the content of a course and the amount of instruction a student receives from an instructor.

AMOUNT AND LEVEL OF CREDIT
The amount and level of credit awarded for courses for each program by the School is determined by each school's Dean's Office, in conjunction
with the Office of the University Registrar. The Office of the University Registrar uses established practices for awarding credit as specified by the THECB (Title 19 Texas Administrative Code, Section 4.6).

Each School is responsible for establishing a formal faculty review process to ensure that the amount and level of credit awarded for the undergraduate and graduate courses is compatible with the sound academic practice in the given field. As part of the review process, faculty ensure that all distance education courses have learning outcomes that are equivalent to the outcomes for the same or similar courses delivered through traditional formats.

The THECB requires that every student pursuing a baccalaureate degree program complete a core curriculum consisting of 42 credit hours that includes content found in Texas Administrative Code, Section 4.28 (https://texreg.sos.state.tx.us/public/readtacext.TacPage/?sl=R&app=2&p_dir=&p_floc=156429&p_tloc=&p_ploc=&pg=1&p_tac=156429&bch=4&cch=4&dt=&z_chk=1109108). The Health Science Center curriculum assures that all undergraduate programs provide an appropriate breadth of knowledge in these required areas. If the student has already completed a core curriculum from another Texas public institution in a previous degree program, they are not required to complete the Health Science Center core curriculum.

**CREDIT HOURS REQUIRED TO GRADUATE**

Each program requires a designated minimum number of hours to graduate. No student shall graduate without meeting this minimum as documented on the official transcript. For this reason, any credit gained through course substitutions, waivers, or by challenge exams must be appropriately documented on designated forms in The Office of the University Registrar.

**EXCESS CREDIT HOURS**

Undergraduate students and graduate students seeking doctoral degrees are subject to rules in the Texas Education Code that limit the number of hours they may take before receiving the intended degree. For undergraduate students, these hours are based on a cumulative total across all institutions of higher education they attended, including technical and community colleges. Some exceptions are allowed. For graduate students, these hours are based only on hours taken at the Health Science Center. See the Excess Hours Policy (http://catalog.uthscsa.edu/generalinformation/excesscredithourspolicy/) in this Catalog for details.

Contact to Credit Hour Ratio: = 1 hour of credit

**CONTACT TO CREDIT HOUR RATIOS**

<table>
<thead>
<tr>
<th>Dental School</th>
<th>Program Lecture</th>
<th>ConferenLaborato Seminar</th>
<th>PracticuClinical</th>
<th>Pre- Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post- doctoral</td>
<td>16.0</td>
<td>16.0</td>
<td>48.0</td>
<td>16.0</td>
</tr>
<tr>
<td>Pre- doctoral</td>
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<td>16.0</td>
<td>48.0</td>
<td>16.0</td>
</tr>
<tr>
<td>Undergraduates</td>
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<td>45.0</td>
<td>15.0</td>
<td>60.0</td>
</tr>
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<table>
<thead>
<tr>
<th>Graduate School of Biomedical Sciences</th>
<th>Program Lecture</th>
<th>ConferenLaborato Seminar</th>
<th>PracticuClinical</th>
<th>Pre- Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School of Biomedical Sciences</td>
<td>16.0</td>
<td>48.0</td>
<td>16.0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>School of Health Professions</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commuin</td>
<td>15.0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>EMT Basic</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>EMT Paramed</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Undergraduates</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Medical Sciences</td>
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<td>15.0</td>
<td>40.0</td>
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<tr>
<td>Emergencyl</td>
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<td>45.0</td>
<td>15.0</td>
<td>N/A</td>
</tr>
<tr>
<td>RespiratCare</td>
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<td>45.0</td>
<td>15.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Graduates</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
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<td>15.0</td>
<td>40.0</td>
</tr>
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<td>OccupatiTherapy</td>
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<td>15.0</td>
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<tr>
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<td>N/A</td>
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<td>RespiratCare</td>
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<td>15.0</td>
<td>60.0</td>
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<tr>
<td>Speech</td>
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<td>45.0</td>
<td>15.0</td>
<td>25/50†</td>
</tr>
<tr>
<td>Language Patholog</td>
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<td>45.0</td>
<td>15.0</td>
<td>45.0</td>
</tr>
</tbody>
</table>

* The EMT Basic and Paramedic program follow the WECM contact and credit hour ratio.
† MSLP 5015 Speech-Language Pathology Practicum 1 is 25.
MSLP 6004 Speech-Language Pathology Practicum 2 and
MSLP 6005 Speech-Language Pathology Advanced Practicum is 50.
The Health Science Center’s commitment to academic excellence includes consistency between traditional classroom instruction and distance education. The purpose of this operating policy is to provide a framework for the development, implementation, and maintenance of formal degree and certificate programs and courses offered via distance education for academic credit.

The school-specific administration is responsible for the administration of distance education programs and course delivery. The school-specific deans report to the President.

All schools of the Health Science Center shall have an opportunity to participate in providing distance education courses and/or programs and shall be encouraged to provide distance education as appropriate.

Through the schools, the Health Science Center shall ensure that all academic programs, including those delivered through distance education, are afforded an adequate resource support structure.

The Health Science Center follows the definitions for distance education as articulated by the Texas Higher Education Coordinating Board (http://www.thecb.state.tx.us/): “The Coordinating Board rules define distance education as ‘the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction.’ Distance education can include courses and programs offered online, off-campus face-to-face, and electronic-to-groups. Coordinating Board rules recognize two categories of distance education courses: fully distance education courses and hybrid/blended courses. A fully distance education course is defined as ‘A course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.’ A hybrid/blended course is defined as ‘A course in which a majority (more than 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place.’”

For more information on the Distance Education Policy, please see Policy 2.6.5 (http://uthscsa.edu/hop2000/2.6.5.pdf) in the Health Science Center Handbook of Operating Procedures (HOP).

### National Council for State Authorization Reciprocity Agreements (NC-SARA)

Texas was approved as a SARA state in 2015 and is administered by the Southern Regional Education Board (SREB.) The national council has defined, “The State Authorization Reciprocity Agreement is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.”

### Professional Licensure

States and other government entities have established standards of practice for the occupations or professions they have chosen to regulate, and they provide legal permission to practice those professions only to individuals who meet those standards. This is called professional licensure: professions for which need to meet certain criteria in order to practice in that field.

State Authorization Reciprocity Agreements (SARA) do not address professional licensing board approval for programs leading to state licensing in fields such as nursing, teacher education, psychology, etc. However, in alignment with federal regulations, SARA participating institutions are required to provide proper notification to students as to whether courses and programs will meet the professional licensure requirements in states where students are located. For specific information about professional licensure requirements for programs offered by UT Health San Antonio, please see each School’s website.

For detailed information, visit the SARA Policy Manual at: https://nc-sara.org/resources/professional-licensure (https://nc-sara.org/resources/professional-licensure/)
State Authorization Reciprocity Agreements (SARA)


Final Credit Hours Policy

UNIVERSITY DECISION
It is the decision of the Health Science Center to offer graduate level students seeking Master’s or Doctoral degrees to claim “final hours” in order to qualify for full-time status despite being registered for fewer hours than necessary to achieve that classification.

PERTINENT INFORMATION
A student in her/his final semester or summer session registering only for thesis or dissertation may register for “final hours.” When a student declares “final hours” for a semester, the student shall be considered enrolled in a full-time course load for that semester. The student pays tuition based upon the number of credit hours for which he/she registers.

UNIVERSITY PROCEDURE
A Ph.D. student must register for a minimum of 3 semester credit hours; and an M.S. student must register for a minimum of 1 semester credit hour. The Request for Designation of Final Hours Form is available online (https://students.uthscsa.edu/registrar/2013/03/forms/). It must be completed along with required signatures and submitted to The Office of the University Registrar by the first official class day according to the student’s respective academic calendar (http://students.uthscsa.edu/registrar/2013/04/academic-calendar/). A student may register for final credit hours only once during her/his degree program. If a student registers for a subsequent semester and registers for fewer hours than necessary to be classified as full-time, the student will be classified and reported as less than full time.

General Grade Point Average (GPA)

Policy
It is the policy of the Health Science Center to use a standard method for calculating student grade point averages.

DEFINITION OF TERMS
Credit Hours
This number is listed in both the schedule of classes and the catalog and represents the hours assigned to a course for credit towards a certificate or degree. Typically the number ranges from 1.0 to 9.0.

Grade Value
The numerical value assigned to a grade: A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points.

Grade Points
Credit hours for a course times the grade value.

Attempted Hours
Credit hours associated with a course a student was registered for as of the first official day of class, regardless of final outcome or grade.

Earned Hours
Credit hours for a class that is successfully completed (see individual schools’ grading systems).

Repeat
When the course in which the student received a substandard grade is repeated and the last grade earned, whether higher or lower than the original grade, is calculated in the student GPA.

Remediation
This is the process by which a student corrects a failing grade in a class either by taking a national board exam or other standardized exam specific to the program, or repeating the class in the subsequent term to resolve the substandard grade.

Audit
All students must gain approval to audit classes. Auditing generally includes attendance at scheduled lectures or seminars of a class without access to supplemental instruction including labs and discussions. Supplemental instructional materials such as syllabi, online reading and podcasts may not be available. Formal grades are not awarded, although registered students will have the class notated on their transcripts with a grade of “AU.” For additional information, see the Policy on Auditing Courses (p. 60) in this Catalog.

Grade Point Average (GPA)
A grade point average is calculated by assigning the following numerical weight to each letter grade:

A = 4
B = 3
C = 2
D = 1
F = 0

When courses are repeated for credit, previous grades for the same courses are excluded from GPA calculations, whether or not they were failing, and whether or not they were better than the grade ultimately earned.

**Term GPA**
This is the GPA calculated for coursework taken within one semester or, as is the case for the School of Dentistry (students seeking a D.D.S.) and Long School of Medicine (students seeking an M.D.), within one academic year.

**Cumulative GPA**
This is the overall GPA calculated across a student's education within a career (e.g. certificate, undergraduate, Master's doctoral or professional career).

**UNIVERSITY PROCEDURES**
1. The grade and credit earned for any course taken by a student at Health Science Center will become part of the student's permanent record and will be used in the computation of the University grade point average (GPA).
   a. Program GPA will be reflected on the transcript as part of the program completion information
   b. Cumulative Grade Point Average is used for graduation certification
   c. Degrees cannot be conferred with any incomplete grade of "I", "IP", or no grade on the student's records. Incomplete grades or In progress grades are not included in the cumulative GPA until the correct grade has been entered.
   d. When a course is repeated, the last grade earned will be counted for grade point average calculations unless the course is designated as repeatable for credit.
2. Term Grade Point Average (TGPA) is derived by multiplying the credit hours of each attempted course by the quality-point value of the grade earned for that course, adding those amounts, then dividing by the total number of credit hours attempted for each term. All grade point averages are carried to two decimal points and rounded to the nearest one hundredth of a point. The grade point average may range from 0.00 to 4.00.

**Example Student Transcript**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3</td>
<td>A (4 points)</td>
<td>12</td>
</tr>
<tr>
<td>Research</td>
<td>1</td>
<td>B (3 points)</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Skills</td>
<td>3</td>
<td>C (2 points)</td>
<td>6</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
<td>F (0 points)</td>
<td>0</td>
</tr>
<tr>
<td><strong>10 Total Credit Hours Attempted</strong></td>
<td></td>
<td></td>
<td><strong>21 Total Grade Points</strong></td>
</tr>
</tbody>
</table>

To calculate the example student's GPA, the total grade points (21) are divided by the total credit hours attempted (10) = 2.10.

**GPAs**
Student GPAs appear on unofficial and official transcripts and advisement reports. A transcript shows separate GPAs for each "career" a student was or is enrolled in. These careers include the following:
- Advanced Dental Education Post-professional
- Dental School Graduate
- Dental School Professional
- Dental School Undergraduate
- Graduate School of Biomedical Sciences Graduate
- Health Professions Graduate
- Health Professions Undergraduate
- School of Medicine Graduate
- School of Medicine Professional
- School of Nursing Graduate
- School of Nursing Undergraduate

The cumulative University GPA for an undergraduate includes all work undertaken at the University for which a letter grade is recorded, provided letter grades were appropriate and designated. Undergraduate courses in which grades associated with other than A, B, C, D, and F are recorded are not included in GPA calculation. Credit earned by examination, correspondence, or extension is not included in calculation of a student's GPA.

Both Term and Cumulative GPAs appear in designated areas on students’ transcripts. Students and/or alumni can obtain GPAs in one of two ways:
1. Current students may obtain GPAs by accessing their unofficial transcripts through My Student Center via students.uthscsa.edu (https://students.uthscsa.edu/).
2. Current students and alumni may request official transcripts to review this information. A $10 fee is assessed per transcript.

Requests for current and former students grades and term or cumulative GPAs will not be honored over the phone or by email. Current students must access unofficial transcripts through My Student Center via students.uthscsa.edu (https://students.uthscsa.edu/) to access students grades and or GPA information. Former students may order official transcripts through the National Student Clearinghouse at studentclearinghouse.org (https://tsorder.studentclearinghouse.org/school/select/).

**Ranks**
Ranks are generated yearly and following remediation of failed grades for the following schools only:
1. School of Dentistry
2. Long School of Medicine

Ranks are utilized for the purpose of applying to post-doctoral residency programs and, in some cases, receiving honors and scholarships. Please see the specific school sections in this Catalog for more information.

Requests for ranks will not be honored over the phone. Former and current students must submit a written request with the name on record at the Health Science Center, last term attended and month and day of birth date by letter or email generated from their Livemail email accounts to registrars@uthscsa.edu. Requests will be honored within five business days.
General Grading Policy

UNIVERSITY DECISION
It is the policy of the Health Science Center to maintain a grading system in conjunction with the five schools, calculate GPAs based on those grades, and to delineate methods by which a grade change on a student's permanent academic record may be accomplished.

PERTINENT INFORMATION
The Health Science Center must ensure the privacy and integrity of student grade records and at the same time, provide students an orderly and a logical process to appeal final course grade decisions. The student's official transcript reflects actual grades from the time they were assigned and should not be changed or removed without specific justification and approval.

DEFINITION OF TERMS
Audit
This is a method of class attendance that allows for student observation in a class environment. The grading basis for an audited course is simply "audit," and carries no GPA weight. Audited courses do not satisfy degree requirements. (For more information, see the Policy on Auditing Courses (p. 60) in this Catalog.)

Remediation by exam
A student may be afforded the opportunity to remediate a failing grade by successfully completing an exam determined appropriate by the academic department. The exam is often a nationally-distributed, standardized exam. Upon successful remediation, the failing grade remains on the transcript but the grade is excluded from GPA calculation.

Remediation by repetition
A student may be afforded the opportunity to remediate a failing grade by repeating a course in its entirety. Upon successful remediation, the failing grade remains on the transcript but the grade is excluded from GPA calculation.

Incomplete Grades
The assignment of an "I" grade indicates that the student failed to complete requirements for the course due to unexpected and extenuating circumstances, such as illness, family emergency, or other non-academic and urgent matters. A grade of Incomplete "I" is not acceptable as a temporizing measure in situations of substandard academic performance. The outstanding work must be completed by the designated date issued by the faculty but no later than one year of the issuance of the "I" grade. When the course is completed the qualitative grade issued by the instructor will be submitted to the Office of the University Registrar using a Change of Grade Form. If the course work is not satisfactorily completed within the designated time, the "I" grade will be changed to an "F" grade. Incomplete grades should not be confused with failing grades of "F," in which a student failed to complete requirements without proper notice to the instructor.

In Progress Grades
The assignment of an "IP" grade indicates that the course is in progress, and may for logistical reasons span two or more grading periods, whether contained within one semester or spanning two or more semesters. These grades are replaced with iterations of the final grade once it is earned; or, in some School's the final grade is issued in the term in which it is earned and the previous IP grade remains on the transcript.

Letter Grades
These are awarded as "H" (for Honors), "A," "B," "C," "D," or "F," although not all schools use all these letters. Grading details are on the back of the university's official transcript paper.

Withdrawal Grades
A student who has been withdrawn, granted a leave of absence or been dismissed will receive a grade of "W", according to the school's grading system and as deemed appropriate by the department. Students returning from a leave of absence to the same courses must re-register for the course and pay tuition associated with the hours, along with any course fees.

Academic Year
This is marked by the start and end of the year for a given program. In some cases, the academic year may commence with a summer semester, and in other cases it may commence with the fall semester. In the case of the School of Dentistry and School of Medicine, the academic year begins in the summer months but is not formally or officially marked by any semesters within it.

Calendar Year
This is marked by the months January through December.

GPA
A grade point average is calculated by assigning the following numerical weight to each letter grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

When courses are repeated for credit, previous grades for the same courses are excluded from GPA calculations, whether or not they were failing, and whether or not they were better than the grade ultimately earned.

Term GPA
This is the grade point average calculated for one semester or, as is the case for the School of Dentistry and Long School of Medicine, for one academic year.

Cumulative GPA
This is the grade point average calculated across a student's education within an academic career.

Academic Career
At the Health Science Center, this refers to a student's general course of study, including one of the following:
Dental School Graduate
Dental School Post-Professional
Dental School Professional
Dental School Undergraduate
Graduate School Graduate
Health Professions Graduate
Health Professions Undergraduate
Medical School Graduate
Medical School Professional
Nursing School Graduate
Nursing School Undergraduate

UNIVERSITY PROCEDURE

Strict procedures must be followed by all schools when grading students, including accurate and timely entry of such grades for student review and access, the recording and transmission of student grade changes to minimize the possibility of error, omission or authorized change.

Grade Changes

When an instructor discovers that an erroneous grade was reported for a student, he/she shall immediately submit the corrected grade for processing.

1. The currently adopted Change of Grade Form must be used for the purpose of correcting grades on a student's transcript record.

2. The reason for changing a grade recorded in a student's permanent academic record must be provided on the Change of Grade Form and must be signed by the instructor and the Associate Dean. If the instructor of record is no longer employed by the university, the Associate Dean may sign the change of grade.

3. When a grade is changed on a student's permanent academic record, the student will be notified by the school.

4. A copy of the Change of Grade Form submitted shall be stored in the student's academic record at the Office of the University Registrar for audit purposes.

5. Any grade change must be made within one year of the issuance of the grade. No exceptions will be considered thereafter.

Grading Practices

1. A close relationship exists between student evaluation and graduation requirements.
   a. Evaluation and grade reporting should reflect the skills, knowledge and/or competencies which can be directly associated with validated task inventories or competency lists. Thus, a close correlation between the evaluation, course objectives and task inventories should be present in the curriculum and instructional materials.
      i. Performance levels are defined by the instructional program and may include a variety of learning activities and learning outcomes, which will determine students’ level of achievement in the specific skills, knowledge and competencies associated with each course.
      ii. Learning activities may include but are not limited to:
         1. Individual and group projects
         2. Reports or presentations
         3. Hands-on demonstrations
         4. Participation in class discussions
         5. Exercise or lab assignments
         6. Homework assignments
         7. Quizzes and tests
   b. The minimal performance level accepted at the Health Science Center in a student's major courses should relate closely to the minimal or basic requirements associated with the respective school's accreditation requirements. This level of performance varies by school, but may be a D, C, or P
      i. It specifies that the student has demonstrated the acquisition mastery of skills and knowledge or competencies that particularly support the filed for which the program is designed.

2. The grading followed by instructors must be appropriate for each student's situation, particularly in the cases of withdrawals, dismissals, and voluntary or administrative leaves of absence. Such situations may include the following:
   a. Leaves of Absence: Students approved or mandated to take a leave of absence after the official first day of class and before the administration of final exams will receive grades of "W" in all classes for which they registered but did not already receive a final grade via the student information system.
      i. Students must re-register for any dropped courses required for attainment of the degree sought in the next possible semester following return to the university.
      ii. Tuition and fees are calculated based on those and any other courses registered for, and must be paid by the Census Date. Students will not receive any monetary credit for classes dropped in previous semesters and outside the Refund Schedule followed by the Bursar's Office for each term.
   b. Withdrawals: Students who voluntarily withdraw from the Health Science Center after the official first day of class and before the administration of final exams will receive grades of "W" in all classes for which they registered but did not already receive a final grade via the student information system.
   c. Dismissals: Students who are dismissed from the Health Science Center after the official first day of class and before the administration of final exams will receive grades of "W" in all classes for which they registered but did not already receive a final grade via the student information system. Dismissed students seeking to register for subsequent semesters must reapply for the program of interest and satisfy all requirements anew, including application fees. Admission to dismissed students or any other former students is not guaranteed.
   d. Incomplete Grades: When an "I" grade is assigned, a student must complete the coursework by a date specified by the course instructor.
      i. The date cannot exceed one year from the end of the term for which the "I" grade was issued.
      ii. Upon completion, the instructor should submit a Change of Grade Form to the Office of the University Registrar.
      iii. If coursework is not satisfactorily completed, the "I" grade will be changed to an "F" one year following the end of the term in which the "I" was recorded. This is an administrative change in grade that occurs by way of an electronic process managed by The Office of the University Registrar.
3. The criteria, standards and performance grade must be specified for each course by the instructional program.
   a. These may likely include cognitive, psychomotor and affective domains, but should reflect proportionately what is found in the educational practice.
   b. Faculty members may consider student participation in specific learning activities when determining final grades, provided students are informed of the required activities at the beginning of the course.
   c. Regular class participation is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to participate in lecture and laboratory sessions in accordance with requirements of the course as established and communicated by the faculty member.

4. Faculty members cannot drop or award grades of “W” for students based on non-participation. Students who fail to meet performance requirements for the course within the allotted time frame will receive a grade of “F.”
   a. Student performance will be regularly monitored and students will be notified when they fail to meet performance levels.
   b. Students will be advised of options for improving performance or withdrawing from the course(s).
   c. Students opting to withdraw from the course must follow established procedures.
   d. Students should remain aware of the penalties that dropped courses may have on their academic studies and financial aid, including, but not limited to, assessment of non-Texas resident tuition. See the Excess Hours Policy (p. 33) in this Catalog for more information.

5. Student grades are reported upon course completion and are available at times other than at end of term.
   a. Each student shall be evaluated and a grade reported in the student information system for each course according to the established grading deadlines.
   b. A current status of grades and course completion shall be obtained by students in My Student Center via students.uthscsa.edu (https://students.uthscsa.edu/).

**GRADES and GRADE APPEALS**

Grading standards, symbols, grade point scales, and other considerations regarding the quality of work of students are the prerogative of the faculty of the programs, as are issues of promotion and advancement. More details regarding school-specific grading symbols and scales can be found under their respective sections. The student requesting a change of grade bears the burden of proof in establishing the appropriateness of any grade change requested. Thus, the responsibility of providing sufficient input to justify the change of grade requested by the student is to be borne by the student. Processes for grade appeals are also located under each school’s Catalog section.

**Graduation Policy**

**POLICY**

It is the policy of the Health Science Center that students who satisfy all Health Science Center eligibility criteria and requirements for graduation shall be designated as “graduates.”

**PERTINENT INFORMATION**

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has set a standard that at least 25 percent of credit hours applicable to an baccalaureate degree or at least 33 percent of credit hours applicable to an graduate or post-baccalaureate professional degree must be earned through instruction offered by the university granting the degree.

Students who satisfy all eligibility criteria and requirements from the Health Science Center may or may not participate in a university sponsored graduation ceremony/reception. Regardless of ceremony attendance, a student’s status in the official record of the university is recorded as a “graduate”.

Degrees are conferred and certificates awarded only on official dates publicly announced by the Office of the University Registrar. Exceptions are made on a case by case basis and will only be awarded on the last day of the month in which the requirements are completed.

The certificate or degree is awarded by the Board of Regents following the student’s satisfaction of all academic requirements for graduation.

**DEFINITION OF TERMS**

Regular Instructional Program

Educational program of instruction defined by a curriculum approved by the Texas Higher Education Coordinating Board (THECB) for which term and/or semester hour credits as well as Certificate and/or a degree is awarded.

Curriculum

A list of courses, credits, and other requirements associated with completion of a regular instructional program.

Confer

The presentation of a degree or certificate to a graduate.

Graduate (noun)

A person who has qualified for one of the University’s awards and has received the degree or certificate for that award.

Graduate (verb)

To attend a graduation ceremony and receive a degree or certificate.

**UNIVERSITY PROCEDURE**

Application for Graduation

Degrees are not normally awarded automatically upon completion of scholastic requirements. To be considered as candidates for degrees, students must submit the Application for Graduation online using their student portal by the appropriate deadline. Graduation application deadlines are:
Eligibility Criteria and Requirements for Graduation

The University conducts multiple commencement ceremonies throughout the year. Most ceremonies occur in the Spring semester, when the majority of graduating cohorts complete their program of study. Students who wish to participate in their program’s commencement ceremony must adhere to the school’s and university’s procedures for application for graduation. Candidates for graduation are not required to attend the graduation ceremony to be considered “graduates.” Photos and videos are available for purchase through an outside vendor, which is coordinated by the Office of Student Life.

STUDENT RESPONSIBILITIES

A candidate for the degree must:

- Satisfy all academic requirements for graduation
- Satisfy all indebtedness to the university, including loaned or rental property
- Make formal application for his/her degree to the Office of the University Registrar by the specified deadline for that term of graduation
- Be recommended to receive the degree by the faculty, and the certification by the dean of the school and the president of the Health Science Center
- Not have an "Incomplete" or outstanding grade in any course in any semester.
- Not have an "F" grade in any required course. Course requirements must be fully satisfied.
- Pay the graduation fee

Degrees and certificates are provided after final grades have been recorded on the student’s permanent academic record and the student has been conferred as a graduate.

FACULTY RESPONSIBILITIES

Faculty must submit final grades by published deadlines in their respective school’s academic calendar (http://students.uthscsa.edu/registrar/2013/04/academic-calendar/). Faculty are responsible for notifying their associate deans or program chairs if unable to record grades due to an unexpected absence and must have an alternate to record grades.

OFFICE OF THE UNIVERSITY REGISTRAR RESPONSIBILITIES

The Office of the University Registrar will review the following requirements for graduation:

- Minimum number of Semester Credit Hours have been completed
- Minimum grade point average has been met
- All final official transcripts have been received, along with any foreign transcript evaluations necessary

Operating Requirements

Catalog of Graduation for Degree Programs

Students have three years from their term of original registration to complete a bachelor’s degree program and 6 years to complete a graduate or professional program under the catalog in effect when they initially registered. Students may choose a subsequent catalog under which to complete graduation requirements, provided they have completed at least one course during the academic year the selected catalog was in effect with a letter grade other than W or F and the appropriate dean has approved the amended degree plan. Students must complete all degree requirements under that selected catalog. Choosing a new catalog begins a new three-year or six-year time limit. Students who graduate under one catalog and begin a second degree must begin the new degree under the catalog in effect at that time. Students must have an approved degree plan at the time an application for graduation is filed.

Catalog of Graduation for Courses

Students must meet the course requirements in effect when a course is taken. This prevents students from retaking courses to meet new requirements, yet allows students the opportunity to benefit from new course requirements intended to promote student success. For example, if a student has declared a program of study for the current academic year but has taken courses previously, this student would be held to the course requirements in effect at the time the courses were taken, not the year the program of study was declared.

Eligibility Criteria and Requirements for Graduation

1. The student’s cumulative Health Science Center Grade Point Average must be 2.00 or higher.
2. Students must have no pending disciplinary issues as defined in the university’s catalog.
3. A minimum of 25 percent of the total credit hours of the required coursework for an baccalaureate degree or a minimum of 33 percent of the total credit hours of the required coursework for an graduate post-baccalaureate professional degree must be instruction provided by the school granting the award.
4. Transfer credits accepted by Health Science Center and applied to a Health Science Center degree plan shall be approved by the Office of the University Registrar and the program to which the credit would apply. Please refer to the Policy on Awarding Academic Credit (p. 61) in this Catalog.

Students who graduate with their first bachelor’s degree may be eligible for a tuition rebate, particularly under the Texas B-On Time Loan Program. Contact the Office of Veteran Services and Financial Aid (http://students.uthscsa.edu/financialaid/) for additional information.

Students who initially registered between June 15 for fall conferral, November 30 for spring conferral, and February 15 for summer conferral

These dates may vary from term to term; updated deadlines will be communicated by the university through means of the university website and/or via students’ campus e-mail accounts. Students should obtain an official degree audit one semester prior to their expected graduation date to avoid graduation conflicts and delays. Students who apply after the application deadline will need to complete the Late Application for Graduation and will be assessed the application fee, and a late fee. Additionally, students who do not graduate in the term for which they apply will be required to complete a new application, and will be assessed a new fee.

Students must meet the course requirements in effect when a course is taken. This prevents students from retaking courses to meet new requirements, yet allows students the opportunity to benefit from new course requirements intended to promote student success. For example, if a student has declared a program of study for the current academic year but has taken courses previously, this student would be held to the course requirements in effect at the time the courses were taken, not the year the program of study was declared.

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4. Transfer credits accepted by Health Science Center and applied to a Health Science Center degree plan shall be approved by the Office of the University Registrar and the program to which the credit would apply. Please refer to the Policy on Awarding Academic Credit (p. 61) in this Catalog.

Graduation Ceremonies Policy

The University conducts multiple commencement ceremonies throughout the year. Most ceremonies occur in the Spring semester, when the majority of graduating cohorts complete their program of study. Students who wish to participate in their program’s commencement ceremony must adhere to the school’s and university’s procedures for application for graduation. Candidates for graduation are not required to attend the graduation ceremony to be considered “graduates.” Photos and videos are available for purchase through an outside vendor, which is coordinated by the Office of Student Life.

STUDENT RESPONSIBILITIES

A candidate for the degree must:

- Satisfy all academic requirements for graduation
- Satisfy all indebtedness to the university, including loaned or rental property
- Make formal application for his/her degree to the Office of the University Registrar by the specified deadline for that term of graduation
- Be recommended to receive the degree by the faculty, and the certification by the dean of the school and the president of the Health Science Center
- Not have an "Incomplete" or outstanding grade in any course in any semester.
- Not have an "F" grade in any required course. Course requirements must be fully satisfied.
- Pay the graduation fee

Degrees and certificates are provided after final grades have been recorded on the student’s permanent academic record and the student has been conferred as a graduate.

FACULTY RESPONSIBILITIES

Faculty must submit final grades by published deadlines in their respective school’s academic calendar (http://students.uthscsa.edu/registrar/2013/04/academic-calendar/). Faculty are responsible for notifying their associate deans or program chairs if unable to record grades due to an unexpected absence and must have an alternate to record grades.

OFFICE OF THE UNIVERSITY REGISTRAR RESPONSIBILITIES

The Office of the University Registrar will review the following requirements for graduation:

- Minimum number of Semester Credit Hours have been completed
- Minimum grade point average has been met
- All final official transcripts have been received, along with any foreign transcript evaluations necessary
• All prerequisites have been completed
• Any transfer credits have been posted to the student’s record
• Any previous degrees earned have been posted to the student’s record
• All Health Science Center grades have been posted

OFFICE OF STUDENT LIFE’S RESPONSIBILITIES
The Office of Student Life (http://students.uthscsa.edu/studentlife/) is responsible for securing a venue for the ceremony, coordinating a rehearsal and hosting the ceremony. They are also responsible for contracting outside vendors for the ceremony for videography and photography.

UNIVERSITY PRESIDENT RESPONSIBILITIES
The President is the presiding officer who officiates over graduation ceremonies.

REPLACEMENT OF DIPLOMAS
A lost or destroyed diploma can be replaced upon payment of a duplicate diploma fee and completion of the Request for Duplicate Diploma or Certificate (https://students.uthscsa.edu/registrar/2013/03/forms/) form with the Office of the University Registrar. The graduate must complete a Request for Duplicate Diploma form and a statutory declaration. Any other supporting evidence is to be attached to the request.

ELECTRONIC DIPLOMAS
Electronic diplomas, or e-diplomas, are available for degrees granted May 2020 or later and are available at no cost to the student.

REVOCATION OF DEGREES
The University reserves the right to revoke any degree awarded if it is proven through student disciplinary or other action that the student is guilty of cheating, plagiarism, or other academic dishonesty or fraudulent activity and obtained the degree under false pretenses.

Grievances
UNIVERSITY DECISION
The Health Science Center provides the opportunity for students to file a grievance for academic and non-academic type complaints. Both academic and non-academic grievance processes are managed by the Dean of the school in which the student is enrolled.

DEFINITION OF TERMS
For purposes of this policy the terms Complaint and Grievance may be used synonymously.

The Executive Director, Academic, Faculty, and Ombudsperson and ADA Compliance and the Director of Student Life, are the designated ombudspersons and can provide unofficial, confidential consultation about a student’s rights, responsibilities, and options.

The Assistant or Associate Dean is the position that oversees student affairs in each school.

An Informal Grievance allows a student to pursue a resolution on an unofficial basis with the guidance of his/her Assistant or Associate Dean.

The Formal Grievance procedure is intended to provide a student with an opportunity to formally grieve any perceived act, omission, or issue of a nonacademic nature which adversely affects a student.

An Academic Grievance is a complaint regarding an academic decision or action that affects a student’s academic record.

A student may file a Non-Academic Grievance against another student, faculty or staff of the Health Science Center concerning the interpretation, application, or claimed violation of his/her rights.

POLICY
Student Academic Grievance Procedures
Each school at the Health Science Center has a defined academic and non-academic grievance policy to meet the needs of its students. Please refer to the school specific section information:

• School of Nursing: nursing.uthscsa.edu (http://www.nursing.uthscsa.edu/)
• School of Medicine: som.uthscsa.edu (http://som.uthscsa.edu)
• School of Health Professions: uthscsa.edu/shp (http://www.uthscsa.edu/shp/)
• School of Dentistry: uthscsa.edu/academics/dental (http://www.uthscsa.edu/academics/dental/)
• Graduate School Biomedical Sciences: gsbs.uthscsa.edu (http://gsbs.uthscsa.edu/)

Student Nonacademic Grievance Procedure
A student filing a nonacademic grievance should provide the following information: relevant names, locations, dates, witnesses and description of the incident(s) that occurred. If the accused individual is a Health Science Center employee, the employee’s immediate supervisor receives the written grievance. Please refer to the Student Mistreatment Policy (p. 87) in this catalog for information on the nonacademic grievance procedure.

Americans with Disabilities Act
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (http://www.ada.gov/ada_intro.htm) (ADA), the grievance procedures described in this document should be followed for complaints alleging discrimination on the basis of disability.

No qualified student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic program or activity at the Health Science Center. If a student feels he/she has been subject to
discrimination a complaint should be filed with the Executive Director, Academic, Faculty, and Ombudsperson and ADA Compliance.

Sexual Misconduct and Civil Rights Violations
Complaints alleging sexual assault and/or sexual harassment should be addressed in accordance with the policies and procedures set forth in the Handbook of Operating Procedures Section 4.2.2 (http://uthscsa.edu/hop2000/4-toc.aspx). For all other Title VII complaints refer to the Handbook of Operating Procedures Section 4.2.1: “Nondiscrimination Policy and Complaint Procedure.” (http://uthscsa.edu/hop2000/4-toc.aspx)

Grievances for Distance Education Students
The Health Science Center desires to resolve student grievances, complaints and concerns in an expeditious, fair and amicable manner. Students enrolled in the Health Science Center who desire to resolve a grievance should follow the Health Science Center’s Student Grievance Procedure as stated in our catalog. Allegations of criminal offenses or alleged violations of a state’s general purpose laws may be made directly to the relevant State agencies. Academic grievances or student conduct violations are governed entirely by the Health Science Center.

However, if a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA Portal Entity in the Home State of the Institution against which the complaint has been lodged.

For detailed information on the grievance process, visit the SARA Policy Manual at:https://nc-sara.org/sites/default/files/files/2020-12/SARA_Policy_Manual_20.3.BL_11.12.20_Final.pdf

The Texas Higher Education Coordinating Board provides to its students and prospective students contact information for filing complaints with the Southern Association of Colleges and Schools Commission on Colleges, its accrediting agency, and with the appropriate state agency for handling complaints in the student’s instruction and/or residence state.

The Texas Higher Education Coordinating Board
If a student exhausts the Health Science Center grievance process, a complaint may be filed to The Texas Higher Education Coordinating Board. More information on the types of complaints it investigates, processes, and the complaint form can be accessed on The Texas Higher Education Coordinating Board website. (http://www.thecb.state.tx.us/)

Leave of Absence Policy

UNIVERSITY DECISION
The Health Science Center recognizes that students may find it necessary to request a leave of absence. On the recommendation of the program director or school designee, the Dean’s Office may grant up to a year leave of absence at any one time to students in good academic standing.

A Leave of Absence essentially creates a university placeholder which allows the student’s matriculation record to remain active. It will not, however, afford an individual the status of an officially enrolled student. The breaks in enrollment which are formally recognized as leaves of absence fall into one of these categories:

- Leave of absence while in good standing;
- Involuntary Leave of Absence
- In Absentia

Upon return from a leave of absence, students must submit official transcripts from institutions they may have attended while on leave from the Health Science Center. Students who decide not to return to the university must formally withdraw from the institution. To do so, students should contact their respective Dean’s Office prior to the end of the first week of the semester the withdrawal is to begin. At the time of withdrawal, students are advised of the conditions under which they might resume their studies in the university should they change their minds at a future date.

PERTINENT INFORMATION
In absentia status provides an opportunity for graduate students to engage in approved study in a location away from the University campus during the academic year while continuing to work under the guidance of the University.

Graduate students whose research or study requires them to remain outside the university for the duration of a full semester can take advantage of in absentia registration. The research or study must be directly related to the student’s degree program and of a nature that makes it necessary to be completed outside of the university. This includes students holding a fellowship, internship, or having a graduate student researcher appointment.

DEFINITION OF TERMS
Leave of Absence
Students who must interrupt the regular academic program may be granted a one-year leave of absence. The leave of absence is approved by the Dean’s Office. While the student is on leave of absence, the student will not have student status which may affect student loan deferment and access to campus facilities and services.

In Absentia
- Graduate and Professional students: In absentia status is a type of registration that allows the students to maintain student status at the university while completing research elsewhere. In Absentia may also allow students who have completed all requirements for graduation to enroll for purposes of a degree conferral. Registration in Absentia is designated as a zero credit hour and the student is assessed a fee.
- Undergraduates: In absentia may only be considered for undergraduate students on a case by case basis.

UNIVERSITY PROCEDURES
Leave of Absence While in Good Academic Standing
Students in good academic standing will normally receive permission to take a Leave of Absence for up to one academic year.

Involuntary Leave of Absence
A student who fails to register for two or more consecutive semesters and does not elect to take a leave of absence or to enroll In Absentia will be considered for dismissal from the program.
Students may be dismissed, suspended, dropped from the academic rosters, and refused readmission at any time if circumstances of a legal, moral, health, social, or academic nature are considered to justify such action.

In addition to dismissal due to academic deficiencies, questions of scholastic dishonesty and other infractions of the Rules and Regulations of the Board of Regents of the University of Texas System or the procedures and regulations governing Student Conduct and Discipline of the Health Science Center may be grounds for dismissal. Taking a leave of absence without permission, failing to return at the appointed time from a leave of absence, and failure to pay tuition and fees may lead to a student's termination.

Eligibility Criteria for Enrollment In Absentia
The Graduate Dean is responsible for determining that following criteria has been met:

1. Research or coursework must be directly related to the student's degree program as evidenced by faculty approval.
2. Research or coursework must be of a nature that makes it necessary to be completed outside of the university for the full academic semester.
3. Doctoral students must be advanced to candidacy by the time the in absentia status would begin.
4. Master's and graduate professional students must have completed at least one year of coursework by the time the in absentia status would begin.

Applying for Readmission
Students who have exceeded the one year approved leave will be involuntarily withdrawn. Students who have been withdrawn from the university are required to re-apply for admission with the burden of proof for eligibility resting on the student. He or she will be competing for admission against:

1. Students who have formally applied and been granted a bona fide leave of absence by the respective school prior to their absence; and/or
2. All new applicants for admission.

Terms and Conditions of In Absentia Registration
- Financial Support: Students enrolled in absentia are not eligible for university fellowship support, university research grants, and financial aid.
- Academic Appointments and Employment at Health Science Center: While enrolled in absentia, students are not eligible to hold apprentice or other student appointment titles.
- Graduate Student Researcher Employment: While enrolled in absentia, students are not eligible to hold a Graduate Student Researcher appointment.
- Health Insurance: While enrolled in absentia, students are not covered by student health insurance through the institution.
- Library Privileges: Students enrolled in absentia maintain borrowing privileges at the Library.
- International Students: International students are required to secure OIS approval to enroll in absentia.

Policy on Auditing Courses
UNIVERSITY POLICY
It is the policy of the Health Science Center to permit a student to audit a course when:

1. Classroom and laboratory space is available
2. Classroom instructor approves the audit
3. Approval is given from the instructor and department chair or COGS chair (for Graduate School only) to the Office of the University Registrar
4. Applicable registration fees are paid

Permission to audit may be cancelled if the space is necessary to admit a student desiring to enroll in the class for course credit.

PERTINENT INFORMATION
The UT System Board of Regents approves all fees. See the Schedule of Tuition and Fees (p. 36) for the most current fees in addition to regular course tuition.

Students auditing courses are subject to rules and standards of other offices, such as the Office of the University Registrar and the Office of Veteran Services and Financial Aid.

UNIVERSITY PROCEDURE
Students auditing a course will:

1. Comply with Texas State Legislation that mandates those who have not been continuously enrolled at the Health Science Center must have received the bacterial meningitis vaccine within the past five years.
2. Obtain permission from the instructor of record on a Course Audit Request (https://students.uthscsa.edu/registrar/2013/03/forms/) form available from the Office of the University Registrar
3. If permission is approved the student will be registered, and will need to pay necessary fees at the Bursar’s Office by the first day of class
4. Students auditing courses:
   a. Have the full rights and privileges in the class which are afforded all other students of the course, such as use of laboratory facilities, test taking, check out materials, etc.;
   b. Are subject to the same responsibilities of classroom policies as all other students in the course;
   c. Must take and pass all safety tests associated with the course in order to retain laboratory privileges;
   d. Receive a grade of "AU" unless withdrawn from the course. If the student withdrawals from the course, a grade of "W" will be given. The grade will be reported on the grade report and transcript. The audited course will not be used to determine "good standing" or satisfactory progress. Auditing consists of the privilege of hearing and observing only, with no active participation, such as submitting papers, taking part in class discussions or receiving a grade or credit for the course.
e. May take a course for credit after auditing the course if approved by their school’s designated dean;
f. Cannot receive credit by examination for a course audited;
g. Cannot use an audited course as a substitution for credit for any other course.

Registration for Audit
Students may be required to audit previously attempted courses as a requirement of remediation. Standards of performance are set by course instructors, academic or clinical coordinators, department committee, or the department chair. Permission to audit one or more courses is granted according to schools’ discretion. Auditing conveys only the privilege of observing and excludes handing in papers or taking part in a class discussion, laboratory exercises, or fieldwork. A grade of “AU” is given but no credit is reported.

Auditing Courses in the Graduate School of Biomedical Sciences
Graduate students must obtain permission to register to audit a course from the course director and the COGS chair of the program in which they are enrolled. Others who wish to register to audit a graduate course must apply to the Associate Dean of the Graduate School for admission as a Non-Degree Student.

Auditing Courses in the School of Nursing
Students may not attend class without proof of registration, either as a matriculated or an auditing student. Anyone may audit a non-clinical course in the School of Nursing (http://nursing.uthscsa.edu/) with the approval of the Associate Dean for Graduate Studies, and based on space available. A student auditing a course is not permitted to participate in any clinical activity of the course. The Associate Dean for Graduate Studies seeks the consent of the course instructor. Students pay an audit fee. It is the instructor’s prerogative to stipulate expectations of attendance or assignments for auditors. Audited courses will be recorded on the transcript as audited (AU). No audited course may be taken subsequently for credit.

Policy on Awarding Academic Credit, Transfers and Substitutions

UNIVERSITY DECISION
The University will accept transfer coursework from regionally accredited institutions; however, students may request a review of all transfer work regardless of regional accreditation status. Other transfer coursework such as life experience, extra-institutional learning, ACT test scores, CLEP test scores, GED test scores, technical training, vocational training and military schools may be evaluated on a case by case basis, however under customary circumstances credit will not be awarded.

PERTINENT INFORMATION
The intention of this policy is to maintain best practices in applying transfer credits and to ensure the academic integrity of Health Science Center academic programs.

Senate Bill 111 from the 79th Regular Session of the Texas Legislature (TEC 51.968) requires all Texas public colleges and universities adopt a policy regarding the awarding of academic credit to entering students who have completed a “post secondary level program” while still in high school. Those programs include Advanced Placement (AP) courses, College Level Examination Program (CLEP), and the International Baccalaureate Diploma (IBD). House Bills 133 and 1170 (TEC 51.3041) require all institutions of higher education to award course credit toward a degree for students’ completion of certain military training.

The assignment of transfer and substitution credit shall conform to the Texas Administrative Code, Title 19. Part 1, Chapter 4, Subchapter B, Rule 4.25 regulations and the Texas Higher Education Coordinating Board (THECB) policies regarding transfer credit policies and procedures.

Applicable requirements from Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement include: Standard 10.7. The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (Policies for awarding credit) Standard 10.8. The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution’s mission. (Evaluating and awarding academic credit)

DEFINITION OF TERMS

Residence for Academic Credit
Before earning credit without sitting for courses at the Health Science Center, students must establish residency for academic credit. Establishment of academic residency for credit is done by registering for and completing 25% of all baccalaureate coursework or 33% of all graduate or post-baccalaureate professional coursework at the institution that will award the certificate or degree. Credits previously taken under another program at the Health Science Center may be applied to the academic residency requirement.

Substitutions
Students may request to substitute course requirements with another credit course that is equivalent in content and semester credit units/hours. A substituted course must be another credit course at the Health Science Center, or it can be transferred in from another regionally accredited academic institution.

Transfer Credit
Students may request transfer in credit from another institution regardless of its regional accreditation status. Such requests are submitted in writing for evaluation by the Office of the University Registrar. Students should be prepared to obtain and provide supporting documentation for previous coursework, including course descriptions and syllabi. Students should further note that there are limits to the number of semester credit hours that may be transferred in according to academic residence requirements set forth by SACSCOC.

Waivers
Students who possess a license or credential in a particular subject area or professional field may request to have a professional certificate course requirement waived. When a course is waived, the semester units/hours...
of the waived course must be made up by taking another credit course equivalent to the same number of credit hours waived. When requesting a course waiver, students must provide the department with all requested documentation from their relevant credential(s) or license.

UNIVERSITY PROCEDURE
In addition to sitting for official classes, regardless of method of instruction, students may earn academic credit through the following:

- Transfer of credit
- Course substitutions
- College Level Examination Program (CLEP) subject exams
- Advanced Placement (AP) exams
- Credit for military training
- International Baccalaureate Degree
- Experiential learning

For all degrees awarded, and in accordance with accreditation guidelines under the Southern Association of College and Schools (SACSCOC), a minimum of 25% of the baccalaureate coursework and a minimum of 33% of graduate coursework must be taken at the Health Science Center to receive a degree from the institution. The minimum applies to all baccalaureate coursework including courses taken the first two years of college. For example, a degree that requires a total of 120 semester credit hours calls for 30 semester credit hours to be earned via official coursework at the Health Science Center, versus alternate methods of earning credit at the Health Science Center including those listed above.

GENERAL RULES AND REGULATIONS
1. Official transcripts will be evaluated only after all necessary evaluation documents are on file at the Office of the University Registrar.

2. All official documents submitted to the Office of the University Registrar become property of the University and will not be returned or copied for the applicant.

3. Any accepted applicant seeking credit at the University through any means must have met all admissions requirements including, but not limited to, assessment scores, minimum GPAs, submission of previous transcripts, pre-requisites, and the Texas Core curriculum.

4. The total number of semester credit hours awarded for credit may vary depending upon the student’s program of study; however, the total credit awarded (including transfer credits) cannot exceed 75% of the total credits required for the student’s declared program of study. At least 25% of the total credits in a student’s degree plan must be earned through regular semester credit hour instruction at Health Science Center. This applies to the graduate or post-baccalaureate professional degrees as well, transfer credit cannot exceed 67% of the total credits for the declared program of study.

5. While credit may be awarded by the Health Science Center for external exams and training, this credit may not satisfy requirements for a specific program of study. Students should check with their department to determine if accepted credit will meet program requirements.

6. Credit granted will be reflected on the student’s official transcript either in bulk or associated with a specific course number from the Health Science Center.

7. A grade of CR (credit) will be assigned for any course in which credit is received; a grade of TR (transfer) will be assigned for any course in which transfer credit is received. These grades are not computed in the grade point average, and the credit does not count toward calculation of student statistics for that term, including GPA.

8. The student is responsible for obtaining documentation of external exam scores and/or other training and submitting it to the Department or the Office of the University Registrar at Health Science Center. Scores for the College Level Examination Program (CLEP) and Advanced Placement (AP) examinations, as well as other transfer, substitution and waiver documentation, should be received prior to enrollment.

9. Students must complete the Course Waiver and Substitution Request Form (https://students.uthscsa.edu/registrar/2013/03/forms/) for Health Science Center courses with appropriate documentation to initiate the consideration of their request at the department level. This form must be signed by the appropriate Associate Dean. Credit based on exam or test scores require the Credit by Exam Form (https://students.uthscsa.edu/registrar/2013/03/forms/) with no additional approval other than the Department and the Registrar certifying that the score reports have been received and validated. The Transfer Credit Form (https://students.uthscsa.edu/registrar/2013/03/forms/) will need to be completed for credit awarded from an external institution or internal transfer credit.

10. Students are notified in a timely manner by their academic department and/or dean’s office of the disposition of their requests for course waiver/substitutions.

11. Students who are denied credit may appeal to the appropriate university administrator through the university’s published appeal process. Also see the section below on “Transfer of Credit” for more information on the resolution of transfer credit disputes for lower-division courses.

12. Credit by local examination satisfies degree requirements in the same way as credit earned by passing a course. Credit earned by examination does not jeopardize eligibility for scholarships that require a certain class standing (e.g. Junior class).

TRANSFER OF CREDIT
Transfer students must submit official transcripts from all previously attended institutions, regardless of whether or not transfer credit is assigned or desired as a condition of admission;

1. The student’s transfer course work is identified as a bona fide college-level course and must have been earned at an institution that can ascertain the course content and learning outcomes, correspond with current Health Science Center courses required in the student’s program of study, and have been assigned a grade of “C” or better from the originating institution. In accordance with SACSCOC accreditation requirements, no more than seventy-five percent of the total credit hours of the required course work may be applied from transfer credit.

2. Transfer of Courses from Texas Institutions: When possible, the Office of the University Registrar will use the Texas Common Course
Numbering System (TCNCS) to perform transfer of credit for courses offered by regionally accredited state institutions.

3. Transfer of Courses from Non-Texas Institutions: Degree or Certificate-seeking students will request transfer of credit from any out-of-state regionally accredited institutions by providing their department official transcript(s) containing the courses to be evaluated.
   a. Transfer credit will be awarded on a semester credit hour scale in all instances, including courses transferred in on quarter-hour scales. Credit transferred in on quarter-hour scales will be converted to semester credit hours proportionately.
   b. Adequate documentation must be provided for consideration of the request. This may include syllabi, catalog course descriptions, or any other documentation deemed appropriate by the department and/or Registrar.
   c. Transfer and/or substitution course work is reviewed and submitted for processing before the end of the student's first term of enrollment (or the first semester after an eligible transfer course has been completed).
   d. Although no specific limit is placed upon the number of transfer/substitution credits that may be accepted, all transfer students must complete the required minimum of 25% of all baccalaureate coursework or 33% of all graduate or post-baccalaureate professional coursework. The transfer process must be completed before students may receive substitution credit for course work completed at another institution.
   e. Academic courses may substitute only for academic courses.

4. All transferred courses will be posted on the student's official transcript with grades of "TR" but will not be calculated in the student’s grade point average.

   a. If an institution of higher education does not accept course credit earned by a student at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that the transfer of the course credit is denied, and shall include in that notice the reasons for denying the credit. Attached to the written notice shall be the procedures for resolution of transfer disputes for lower-division courses as outlined in this section, accompanied by clear instructions outlining the procedure for appealing the decision to the Commissioner of Higher Education.
   b. A student who receives notice as specified in paragraph (a) of this subsection may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.
   c. The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with Board rules and guidelines.
   d. If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, the sending institution may notify the Commissioner in writing of the request for transfer dispute resolution, and the institution that denies the course credit for transfer shall notify the Commissioner in writing of its denial and the reasons for the denial.

### WAIVERS/ SUBSTITUTION

1. Student's requesting course waivers or course substitutions will submit a Course Waiver/Substitution Request Form (https://students.uthscsa.edu/registrar/2013/03/forms/) to the appropriate department.
2. After evaluating the Request for a Waiver or Course Substitution, the student’s department will submit the completed Course Waiver/Substitution Request form to the Office of the University Registrar for processing.
3. Upon receipt of the Course Waiver/Substitution Request Form from the department, The Office of the University Registrar determines that the student has an official transcript containing the respective substitution course(s) on file and enters the course(s) and grade(s) for credit of “CR” into the degree audit system and student’s official transcript.
4. Waived courses and/or Course Substitutions will appear on the student’s degree audit report. Course waivers and/or Course Substitutions are not counted in cumulative credits and are not used in the calculation of student’s GPA.
5. Waivers: Students who possess a license or credential in a particular subject area or professional field may request to have a professional certificate course requirement waived. When a course is waived, the semester units/hours of the waived course must be made up by taking another credit course. When requesting a course waiver, students must provide the program director with documentation of their relevant credential or license, and any other documentation deemed appropriate.
6. Course Substitution: Students may request to substitute a course requirement in a program at the Health Science Center with another credit course that is equivalent in content and credit semester units/hours. A substituted course must be another credit course at the Health Science Center, or the outside course credit can be transferred in from another regionally accredited academic institution (see Transfer Credit below).

### CLEP SUBJECT EXAMS

The College Level Examination Program (CLEP) is a series of tests offered by The College Board. The tests cover a variety of subject areas including business, science and mathematics, history and social sciences, foreign languages, and composition and literature. CLEP exams are offered on most college and university campuses; however the Health Science Center does not offer it. The Health Science Center awards course credit for CLEP Subject Exams provided the minimum score has been obtained on the specific test and the department has approved it. CLEP Scores are valid for ten (10) years from the test date.

Students who wish to earn Health Science Center course credit for a CLEP Subject Examination must comply with the following requirements in addition to the policy under General Rules and Regulations for Credit Awards:

1. Student must submit official CLEP test scores to The Office of the University Registrar prior to enrollment for use in academic advising and degree auditing, and no later than the last class day of the first term of enrollment at the Health Science Center. Official scores include scores sent directly by The College Board as well as official score reports received by the student.
2. CLEP credit will not be awarded for courses previously attempted, regardless of score originally earned.

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>CLEP Examination</th>
<th>Minimum Score</th>
<th>Maximum Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Financial Accounting</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra, or Higher</td>
<td>College Algebra</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td></td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Calculus</td>
<td></td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>Information Systems</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Composition &amp; Literature</td>
<td>American Literature</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>College Composition Modular</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>College Composition</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business Administration</td>
<td>Principles of Management</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Business Law</td>
<td>Introductory Business Law</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>Principles of Marketing</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>American Government</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History of the United States I</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History of the United States II</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Human Growth and Development</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Educational Psychology</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introductory Psychology</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introductory Sociology</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Sciences and History</td>
<td>50</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Curriculum Course</th>
<th>AP Test Name</th>
<th>Minimum Score</th>
<th>Maximum Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1303, 1304</td>
<td>Art History</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>BIOL 1406, 1407</td>
<td>Biology</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 1411, 1412</td>
<td>Chemistry</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>COSC 1301, ITSE 1302, 1307</td>
<td>Computer Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2301</td>
<td>Macroeconomics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2302</td>
<td>Microeconomics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1301, 1302</td>
<td>English Language and Composition</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 2321 or 2322</td>
<td>English Literature and Composition</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>GOVT 2305</td>
<td>United States Government and Politics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1301, 1302</td>
<td>U.S. History</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MUSI 1306</td>
<td>Music Theory</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1342</td>
<td>Statistics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2312</td>
<td>Calculus AB</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2413</td>
<td>Calculus AB</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2414</td>
<td>Calculus BC</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>PSYS 1401, 1402</td>
<td>Physics B</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 2425,2426</td>
<td>Physics C</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2301</td>
<td>Psychology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**ADVANCED PLACEMENT**

Advanced Placement (AP) exams are offered by the College Board to students who complete AP courses while enrolled in high school. The exams cover a variety of subject areas including business, science and mathematics, history and social sciences, foreign languages, and composition and literature. The Health Science Center awards course credit for AP Exams providing the minimum score has been obtained on the specific test and it has been approved by the program. AP scores are valid ten years from the test date.

Students who wish to earn Health Science Center course credit for an Advanced Placement Examination must comply with the following requirement in addition to the General Rules and regulations for Credit Awards:

1. Submit official AP test scores to the Office of the University Registrar, preferably prior to enrollment for use in academic advising and degree auditing.
CREDIT FOR MILITARY TRAINING

The Health Science Center employs the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services (https://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx) to assess potential transferability of Military Occupational Specialties (MOS). Specific degree applicability is at the discretion of the Dean's Office over the student's program.

Transfer credit is not awarded for the following:

- "Lower-division baccalaureate/associate degree category" ACE recommendations.
- "Vocational certificate category" ACE recommendations.
- Basic military training. Some institutions recognize basic training, usually in fulfillment of physical education requirements, but the Health Science Center does not offer physical education.

Transfer credit is awarded for courses under the "upper-division baccalaureate category" in the ACE Guide.

Acceptable forms of documentation include the following:

- AARTS Transcript (Army ACE Registry Transcript)
- CCAF Transcript (Community College of the Air Force transcript)
- SMART Transcript (Sailor/Marine ACE Registry Transcript)
- Form DD-214 (Report of Separation)
- Form DD-295 (Application for the Evaluation of Learning Experience During Military Service)

To be considered official, any of the credentials above (except form DD-214) must be sent to the Health Science Center directly from the issuing agency. Students/applicants may submit an original DD-214; a certified copy will be made for office use and the original returned.

Students should be advised that, unlike college or high school transcripts, submission of military credentials for potential transfer credit is optional and is neither required for undergraduate admission nor subject to admission deadlines. However, any credit awarded may be applied during the student's first semester of coursework; therefore official documents should be provided as early as possible.

DANTES Minimum Score Requirements 1,2

<table>
<thead>
<tr>
<th>Core Curriculum Course</th>
<th>DANTES Examination</th>
<th>Minimum Score</th>
<th>Maximum Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra, or higher</td>
<td>Fundamentals of College Algebra</td>
<td>400</td>
<td>3</td>
</tr>
<tr>
<td>Communication</td>
<td>Technical Writing</td>
<td>400</td>
<td>3</td>
</tr>
</tbody>
</table>

| Computer Literacy | Computing and Information Technology | 400 | 3 |
| Developmental Psychology | Lifespan Developmental Psychology | 400 | 3 |
| Electives 3 | Note: Many DANTES examinations may satisfy credits for electives. | Varies |
| Humanities & Visual and Performing Arts | Art of the Western World | 400 | 3 |
| Management Science | Human Resource Management | 400 | 3 |
| Principles of Supervision | 400 | 3 |
| Mathematics (Algebra and Statistics) | Fundamentals of College Algebra | 400 | 3 |
| Principles of Statistics | 400 | 3 |
| Natural Sciences | Astronomy | 400 | 3 |
| Environmental Science | 400 | 3 |
| Principles of Physical Science I | 400 | 3 |
| Social and Behavioral Sciences | Lifespan Developmental Psychology | 400 | 3 |
| General Anthropology | 400 | 3 |
| Organizational Behavior | 400 | 3 |
| Introduction to Law Enforcement | 400 | 3 |
| Criminal Justice | 400 | 3 |
| Fundamentals of Counseling | 400 | 3 |
| Speech | Principles of Public Speaking | 400 | 3 |
These exams are designed and written by qualified faculty and authorized for courses in which proficiency may be determined by examination.

CREDIT BY EXAM/CHALLENGE EXAM

Many DANTES examinations may satisfy credits for electives. Each program that includes electives in program prerequisites will designate which DANTES examinations may or may not be used for elective credit and maximum number of semester credit hours that may be awarded. Minimum scores for awarding elective credit will be determined by the application of ACE (http://www.acenet.edu/news-room/Pages/ACE-Credit-Recommendations.aspx) recommendations.

INTERNATIONAL BACCALAUREATE DEGREE PROGRAM (IBD)

The International Baccalaureate Program is a rigorous pre-university course of study leading to examinations. It is designed for highly motivated secondary school students and incorporates the best elements of national systems without being based on any one alone. The IB exam has received extensive world-wide recognition for the quality and rigor of its programs. IB credits are evaluated a bit differently upon request and with considerations as described here. Only scores achieved for the Higher Level examinations are eligible for transfer credit. Students who achieve a 5, 6, or 7 on an IB exam will receive transfer credit. Scores of 5 or 6 receive 1.0 unit of transfer credit. A student may be awarded 2.0 units for a score of 7 at the discretion of the department. Students must check with the appropriate department as well as the Dean's Office to determine whether 2.0 units is the appropriate evaluation for an IB score of 7. The maximum allowable amount of transfer credit is 3 hours.

Note: Scores will not appear on the transcript for International Baccalaureate credit. Only the department, course title, and units transferred are identified.

Course Equivalencies for the Various Exams

<table>
<thead>
<tr>
<th>Exam Area</th>
<th>Semester Hours</th>
<th>Minimum Score</th>
<th>UTHSCSA Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>5</td>
<td>ENGL 0001 &amp; 0002</td>
</tr>
<tr>
<td>History Americas</td>
<td>6</td>
<td>5</td>
<td>HIST 0001 &amp; 0002</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
<td>5</td>
<td>SSCI 0001</td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
<td>5</td>
<td>SSCI 0001</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>5</td>
<td>HUMA 0001</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
<td>5</td>
<td>NSCI 0001</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
<td>5</td>
<td>NSCI 0002</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
<td>5</td>
<td>NSCI 0003</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>5</td>
<td>MATH 0001</td>
</tr>
<tr>
<td>Visual Arts A</td>
<td>3</td>
<td>5</td>
<td>FINE 0001</td>
</tr>
<tr>
<td>Visual Arts B</td>
<td>3</td>
<td>5</td>
<td>FINE 0001</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>5</td>
<td>FINE 0001</td>
</tr>
</tbody>
</table>

CREDIT BY EXAM/CHALLENGE EXAM

Health Science Center Challenge Exams are comprehensive examinations for courses in which proficiency may be determined by examination. These exams are designed and written by qualified faculty and authorized by the department and Dean’s Office. No GPA-weighted credit is awarded on the basis of successful performance on these, but, they allow a student two privileges:

1. The opportunity to enroll in advanced level courses in the area of proficiency.
2. The opportunity of satisfying various college or departmental “area” of or proficiency requirements without taking prescribed courses.

Proficiency or exemption examinations for many courses are available to any student currently enrolled in a degree program at the Health Science Center. A student may be eligible to earn credit for a course by passing the examination designated and administered by an academic department. Not all departments offer credit by examination, and departments set the passing scores. Students should consult with their Dean's Office or academic department for more information.

Credit by examination is reported to the Office of the University Registrar by the academic department upon request from the student using the Credit by Exam Form. Credits earned by examination are not included in the calculation of the student’s grade point average.

CREDIT FOR EXPERIENTIAL LEARNING

Experiential learning allows students to receive college/university credit for equivalent educational experiences acquired through earlier schooling situations, work/on-the-job training or life experiences. Upon approval of the appropriate department chair and/or director, a student may develop a petition for a course or courses offered by the Health Science Center to gain college-level credit. Petitions are reviewed by the appropriate department chair and/or director and submitted to the Dean's Office for approval. A petition for semester credit for experiential learning is a document that demonstrates learning and knowledge gained through work and life experiences. The petition must specifically state the skills and knowledge gained that is equivalent to those taught in the course(s). The petition can include knowledge and skills gained from a wide variety of sources including, but not limited to: Full or part-time jobs, independent reading and study, training program or in-service courses, volunteer work, cultural and artistic pursuits, military service and travel study.

The approval process for awarding semester credit for experiential learning will include the following steps in addition to the General Rules and Regulations for Credit Awards:

1. The student submits the Credit by Exam Form (https://students.uthscsa.edu/registrar/2013/03/forms/) along with a formal written petition for credit for experiential learning and supporting documentation to the department. Based on the documentation and evaluation of the credentials, experience and skills listed on the petition for semester credit for experiential learning, the department chair/director may:
   a. Recommend approval of equivalent semester credit hour course credit to the Dean’s Office or
   b. Close the request with no recommendation for approval.

   The department chair/director will notify the student promptly when the request for semester credit hour equivalent course credit is closed with no recommendation for approval. If approved, the department chair/director forwards the Credit by Exam Form and documentation to the Dean's Office.

2. The Dean's Office may:

   a. Recommend approval of equivalent credit for the course.
   b. Close the request with no recommendation for approval.
Policy on Classification of Students

Classification by School and Program

Students are classified according to school and program, as well as attendance statuses that include full-time, half-time, or less-than-half-time.

Students are also classified according to their schools and programs. This is also known as the institution's academic structure. Students are associated with one of the institution's five schools, as well as his or her academic program under that school and, if applicable, a track under that academic program. These designations may be found on students' enrollment verifications and official transcripts.

Classification by Attendance and Number of Hours Enrolled

A graduate student is considered full-time if he or she is registered for a minimum of:

- 9 semester credit hours during a fall or spring semester; or
- 6 semester credit hours in a summer semester.

A graduate student is considered half-time if he or she is registered for a minimum of:

- 5 semester credit hours during a fall or spring semester; or
- 3 semester credit hours in a summer semester.

A graduate level certificate seeking student is considered full-time if he or she is registered for a minimum of:

- 8 semester credit hours during a fall or spring semester

Any hours less than those enumerated above for graduate students prompt classification as less-than-half-time.

An undergraduate student is considered full-time if he or she is registered for a minimum of:

- 12 semester credit hours during a fall or spring semester; or
- 12 semester credit hours in a summer semester.

An undergraduate student is considered half-time if he or she is registered for a minimum of:

- 6 semester credit hours during a fall or spring semester; or
- 6 semester credit hours in a summer semester.

Schools may impose additional semester credit hour requirements for students holding assistantships or fellowships which exceed the minimum stated above. Exceptions to the above criteria are rare, but include students enrolled in academic programs where the combination of hours of academic course work, work, research, or special studies is sufficient to warrant a classification of full-time. These exceptions are specified elsewhere in the catalog in the applicable program description(s).

It is also imperative that international students contact The Office of International Services to verify the minimum number of hours required to maintain specific visa statuses and types.

Registration Policy on Adding/Dropping Courses

UNIVERSITY DECISION

Students may add and drop courses using My Student Center via students.uthscsa.edu during official Web Registration days as designated by The Office of the University Registrar. The official academic calendar for each term. Under no circumstances are students permitted to add classes to their schedules after the Census Date, unless otherwise dictated by the school's profession-specific accreditation body. Check the official Academic Calendar for published Census Dates.

PERTINENT INFORMATION

A full or partial refund may be possible for dropped courses contingent on the date of a drop and the official start of the term. See the Refund Schedule (p. ) in this Catalog for more detailed information.

Students may drop courses at any time during the semester, but before administration of final exams or final lab exercises, if approved by their program director, associate dean, or other designated official. Withdrawals are recorded as a grade of (W). Students should check the Catalog section specific to their respective schools for applicable grades.

Students should also note that dropped courses will count towards the "attempted credit hours" for the purpose of calculating excess hours under Texas Education Code §54.068 and §61.0595 for undergraduate students, and Texas Education Code §54.012 for doctoral students in the Graduate School of Biomedical Sciences, including Nursing Ph.D. students. See the Excess Hours Policy (p. 33) in this Catalog for more detailed information.

Additional Applicable Legislation:

The Six-Course Drop Limit stems from legislation applicable to all Texas public colleges and universities. This legislation was passed by the Texas Senate (SB 1231) and applies to all students entering into any Texas public institution of higher education as a first-time freshman and thereafter. Courses taken at a private institution or out-of-state do not count toward the six-course limit.

The Health Science Center may permit drop(s) in excess of the six drops for the following reasons:
1. A severe illness or other debilitating condition that affects the student's ability to satisfactorily complete a course.
2. The student's responsibility for the care of a sick, injured, or needy person if the provision of care affects the student's ability to satisfactorily complete a course.
3. The death of a person who:
   • Is considered to be a member of the student's family; or
   • Is otherwise considered to have a sufficiently close relationship that demonstrates good cause.
4. The active duty service of the student or person considered to be a member of the student's family and considered a sufficiently close relationship that demonstrates good cause.
5. The change of a student's work schedule or financial support situation that seriously affects the student's ability to satisfactorily complete the course.
6. Other good cause as determined by the Health Science Center.

Drops for any other reason are included in the six-drop rule, and are recorded by the Office of the University Registrar and included in the six-drop count on the academic transcript. A Health Science Center undergraduate student affected by this statute that has attended or plans to attend another institution of higher education should become familiar with that institution's policies on dropping courses.

A refund or adjustment of tuition and mandatory fees for dropped courses and student withdrawals shall be governed by Section 54.006 of the Texas Education Code as they relate to Section 51.907 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51907) of the Texas Education Code. The change in law made by Section 54.006, as it applies to Section 51.907, applies to tuition and mandatory fees charged with the beginning of Fall 2007.

DEFINITION OF TERMS

Adding
This refers to the process by which students enroll in one or more courses at the Health Science Center, including non-credit courses, courses bearing zero semester credit hours, and enrolling in absentia.

Census Date
The Census Date is determined in accordance with rules set forth by The Texas Higher Education Coordinating Board, including the length of the term in weeks. It is the date by which all registration must be finalized, and tuition and fees paid.

Class
This references a specific instance of a course within a particular term. For example, a course entitled "Introduction to Sciences" may be offered for fifteen weeks in the fall term. This is the class associated with that course.

Course
This refers to a set of meeting components (lectures, labs, clinics, or a combination of several components) that together make up a unit that can be taught during a specified term.

Dropping
This refers to the procedure by which students remove themselves from one or more of the courses in which they are enrolled while continuing in the remainder of their courses. A student who is enrolled in only one course and intends to drop that course must either withdraw from the university or apply for a leave of absence if the student intends to drop the course.

Holds
Holds are managed by various departments for various restrictions. The owner of the hold may be the only department to release a hold. Certain holds restrict registration which prevent enrollment transactions including but not limited to adding courses.

Term
This refers to the time frame in which a class is taught, and is specific to the school in which it is taught. Terms at the Health Science Center include fall, spring, summer, and academic years (as in, 2021-2022). Schools operate either under traditional semesters (long fall, long spring, short summer) or super semesters (long fall and long spring; no summer term).

UNIVERSITY PROCEDURE

Adding and Dropping
Students have the ability to add or drop courses online using My Student Center via students.uthscsa.edu (https://students.uthscsa.edu/) during the official web registration time period identified in the academic calendar (http://students.uthscsa.edu/registrar/2013/04/academic-calendar/).

Any adds or drops approved for processing outside web registration dates must be done by an Add/Drop Class eform (https://registrarhelp.uthscsa.edu/m/87977/l/1086246-add-drop-class-eform-for-late-registration-only/) found in My Student Center. Under most circumstances, eforms are processed within two business days. It is the student's responsibility to inquire with the Bursar's Office regarding any expected refunds, as well as additional tuition owed. Outstanding balances may prohibit additional registration and/or receipt of the diploma.

Under no circumstances may a student ask another individual to register her or him on her or his behalf. This includes peers, faculty, and other support staff. Only students may register for courses; outside designated web registration dates, personnel from The Office of the University Registrar may do so.

Census Date and Failure to Pay Tuition and Fees
Absolutely no changes to enrollment will be made after the Census Date, including adding additional hours to a variable hour course for which the student is already registered. Furthermore, a student who fails to pay tuition and fees by the Census Date or make sufficient payment arrangements with the Bursar's Office will be permanently dropped from all their courses that semester. Students who are administratively withdrawn from all classes as a result of failure to pay or make suitable payment arrangements with the Bursar's Office by Census Date will not have any transcriptable record of enrollment for that term.

The student's tuition and fees will then be recalculated to reflect a balance of zero. During that term, the student does not carry any registration, but may register along with other students for the subsequent semester. The student should meet with an academic advisor or designated associate dean to determine how the curriculum might be rearranged to acquire the number of semester credit hours and specific courses required to attain the degree sought.

If a student drops one or more classes (but not all classes) before the Census Date, a grade will not be assigned; however, if a student drops all
classes a grade of W will be assigned for all courses. When a student withdraws after the first class day, a grade of W will be assigned for all courses.

**Academic Dishonesty Policy**

As an academic university dedicated to the creation, dissemination, and application of knowledge, the Health Science Center is committed to fostering an intellectual and ethical environment based on the principles of academic integrity which is essential to the success of the University’s education and research mission and violations of academic integrity constitutes serious offenses against the entire academic community.

Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of all allegations of student academic dishonesty, the University’s actions are intended be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

The Academic Dishonesty policy is adopted by the University based on authority delegated by the Board of Regents to the President and is implemented and enforced under the direction of the Deans and Vice President for Academic, Faculty and Student Affairs.

Please note that culpability is not diminished when scholastic dishonesty occurs in drafts which are not the final version or when the student claims not knowing the policy or procedures.

Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt commit such acts.

For more information on Academic Dishonesty, please see Policy 14.1.1 (http://uthscsa.edu/hop2000/14-toc.aspx) of the Health Science Center Handbook of Operating Procedures(HOP).

**Scholastic Honors Policy**

**UNIVERSITY POLICY**

It is the policy of the Health Science Center to recognize the academic achievement of students with scholastic honors and distinctions awarded at the end of each term and at graduation.

**PERTINENT INFORMATION**

The Health Science Center is committed to higher education in the State of Texas and recognizes the academic achievement of students each term and at that time of graduation by designating honors and distinctions based on their GPAs, coursework, or programs. To be eligible to graduate with any University honors or distinctions, students must have completed at least 30 semester credit hours at the Health Science Center.

Graduation with University honors is based on the average of all grades earned in courses taken in residence at the Health Science Center, whether the courses were passed, failed, or repeated. All courses regardless of grading basis are counted in the 30 hour minimum, but only letter-graded courses are used to determine the grade point average. Certificate and non-degree seeking students are not eligible for graduation scholastic honors.

Graduation with distinction is based on the successful completion of specified coursework, often with minimum grades, as determined by the school offering such distinctions. To qualify for consideration, students must have completed at least 30 semester credit hours, or two full academic years, at the Health Science Center.

**DEFINITION OF TERMS**

**Dean’s List**

The School of Dentistry, School of Health Professions and School of Nursing recognize students who meet a minimum GPA as qualifying for the Dean’s List each semester, including the term of graduation. Qualifying GPAs can be found under each school’s respective Catalog section.

**Distinction**

Some schools recognize students’ commitment to and excellence in a specific area of study within their program by recommending they graduate with distinction in a given area.

**GPA**

An acronym for grade point average, it represents an average of the numerical weight assigned to letter grades earned in credit-bearing classes graded on a letter basis (i.e. A, B, C, D and/or F). For more information, please see the Student Grade Point Average Policy.

**In Residence**

This term refers to a student establishing academic residence at the university by completing a minimum number of semester credit hours that qualifies them for honors and distinctions.

**Latin Honors**

These include Cum Laude, Magna Cum Laude and Summa Cum Laude, each of which are described further under University Procedures below.

**UNIVERSITY PROCEDURES**

**Scholastic Honors by Term**

Students at the end of term who earn GPAs of 3.5 or higher are recognized as qualifying for the Dean’s List. Students may earn this honor multiple times for each semester in which they are registered in credit-bearing classes graded on a letter basis (i.e. A, B, C, D and/or F). Qualifying GPAs can be found under each school’s respective Catalog section.

Dean’s List recognition is noted under the appropriate grading term on the official transcript. The recognition may also appear on the official Commencement Program for graduating undergraduate, graduate, and professional-level students.

**Scholastic Honors at Graduation**

Graduating undergraduate students who earn particular GPAs at the end of their respective programs shall be recognized with Latin honors based on specific GPA ranges. These designations only apply to undergraduate students. GPA ranges and the Latin honors applicable to them are as follows:
Student Absences

UNIVERSITY DECISION

It is the policy of the Health Science Center to grant an excused absence from class attendance to a student for the observance of a religious holy day when all procedures for making the request for an excused absence have been met by the student. Failure to comply with all assignments scheduled during the time of absence shall be subject to rules for grading of the program, course and instructor. The grading policy (p. 54) in this Catalog provides additional information.

PERTINENT INFORMATION

The implementation of this policy and procedure is in compliance with Senate Bill 738, codified in Section 51.911 of the Texas Education Code, which states, "...a student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination."

DEFINITION OF TERMS

Religious Holy Day
This is a day observed by a religion whose place of worship is exempt from property taxation.

GENERAL RULES AND REGULATIONS

Absences for Religious Holidays

Absences for religious holidays must be formally approved by the appropriate course instructor(s) in advance of the actual holiday. The form (https://students.uthscsa.edu/registrar/2013/03/forms/) is included on the website of The Office of the University Registrar. Schools may prescribe specific deadlines available under their school policies in this Catalog.

Military Absences and Leaves of Absence

Under certain circumstances, a student who is required to participate in active military services is excused from scheduled classes or other required activities and will be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will not miss more than 25% of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service.

Students expected to be absent from classes for active duty must obtain approval from their respective associate dean in order to take a Leave of Absence. All related procedures, including completion of a Student Clearance Form, must be followed. More information is available under the Leave of Absence Policy (p. 59) in this Catalog.

UNIVERSITY PROCEDURES

Absences for Religious Holidays

1. Students may take an examination or complete an assignment missed during the observance of a religious holy day(s) if they give notification of the planned absence to the instructor(s).
2. The student shall request the excused absence immediately following registration/enrollment or within the first fifteen days of the term.
3. A student shall notify the instructor by completing the Notification of Planned Absence to Observe a Religious Holy Day form available on the website of The Office of the University Registrar.
4. The Notification of Planned Absence to Observe a Religious Holy Day form is initiated by the student and signed and dated by the instructor.
5. Instructors, upon notification, will stipulate a "reasonable time" in which the student may complete an assignment or take an examination scheduled on the day(s) the student is absent for the purpose of observing a religious holy day.
6. If the student fails to satisfactorily complete assignments or examinations within the stipulated "reasonable time," loss of credit for work or a failing grade for an examination will result.

Military Absences and Leaves

1. Students should provide a copy of their orders to report for active duty to their respective associate dean as soon as possible upon receipt.
2. The Student Clearance Form is obtained by the student and signed by the associate dean and circulated to the departments identified within the form.
3. Students absent from classes for active duty have up to two years from the last term of enrollment to return and complete outstanding coursework to resolve the Incomplete (I) grade.
4. The Incomplete initially awarded will be converted to a 'W' for 'withdrawal.'
5. Students who fail to return from a military leave of absence within two calendar years will have their statuses converted to indicate “Discontinued, Did not return,” and all incomplete grades will be converted to withdrawal grades (“W”).

6. Students who do not return within the specified time frame must re-apply for admission to the program. If admitted, they must re-register for the course and pay any associated tuition and fees again.

For more information on leaves of absences, see the Leave of Absence Policy (p. 59) in this Catalog.

Transcript Requirement Policy

UNIVERSITY DECISION

Applicants and students are required to submit official transcripts from all previous colleges and universities attended in accordance with accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges (http://www.sacscoc.org/) (SACSCOC). Any separation from the university that led a student to take coursework at another institution must be documented on an official transcript where coursework was taken. Students who take coursework concurrently at another institution must also provide official transcripts as courses are being completed. Students bear the responsibility for providing these transcripts.

PERTINENT INFORMATION

The Southern Association of Colleges and Schools Commission on Colleges (http://www.sacscoc.org/) (SACSCOC) calls for all institutions to assume responsibility for the academic quality of any coursework considered or transferred as part of the admissions process, especially as it pertains to credit for transfer coursework, experiential learning, and advanced placement, among other functions. This is done by evaluating all transcripts from institutions previously attended and maintaining a complete academic record. See SACSCOC Principle of Accreditation 3.4.4 for additional information. Official transcripts from previous institutions are also required to comply with Texas legislation including the Six-Drop Limit (Under Section 51.907 of the Texas Education Code) and Excess Hours limits (under Texas Education Code §54.068 and §61.0595, as well as Texas Administrative Code Chapter 13, Subchapter F, §13.102 through §13.108). Also see the Excess Hours Policy (p. 33) for more information.

DEFINITION OF TERMS

Applicant
For the purposes of this policy, an applicant is an individual seeking admission to a program at the Health Science Center who has not been admitted.

Census Date
The Census Date is determined in accordance with rules set forth by The Texas Higher Education Coordinating Board, including the length of the term in weeks. It is the date by which all registration must be finalized, and tuition and fees paid.

Holds
These are placed on students’ electronic academic records in the student information system. They prohibit enrollment transactions including but not limited to adding courses. Holds are managed by various departments for purposes of collecting critical information at the time of matriculation. Designated personnel in the department responsible for the hold may be the only ones to release a hold.

Matriculation
This is the process by which applicants offered admission to a program become students. It includes processes from the point of accepting an offer of admission, to providing documentation required by various institution offices, to official registration and verification of enrollment after Census Date.

Official Transcript
This is a transcript that reaches The Office of the University Registrar in a sealed envelope from the issuing institution, and the enclosed transcript must be printed on the institution’s official transcript paper and bear the institution’s seal and signature from the registrar or another authorized individual designated by the institution’s executive leadership.

Final Transcript
A final transcript reflects all coursework taken at an institution with all courses graded. If a degree was awarded at that institution, the degree is posted.

Student
For the purposes of this policy, a student is an individual who has been admitted to a program at Health Science Center facing matriculation requirements including submission of final, official transcripts.

UNIVERSITY PROCEDURE

Transcripts from United States Institutions

- An official transcript is one that has been officially issued by an institution and received at the Health Science Center in an envelope sealed by the issuing institution. The transcript will contain the official school seal or stamp and the signature of the Registrar.

- Students are required to submit official transcripts from each college or university previously attended or currently attending, regardless of degree sought. Transfer credits indicated on another school’s transcript are not accepted in lieu of submitting the original institution record for that coursework. Copies or other versions available through third-party records or websites are also unacceptable.

- If the issuing institution will not release an official transcript to the student, the student should request that it be sent directly to the Office of the University Registrar at the Health Science Center.

Transcripts from Institutions Outside the United States

An international educational record will be considered complete and official if:

- Each document is an original or a copy that is issued and certified by the university or college. It must contain the original stamp or seal of the institution and the original signature of the appropriate school authority.

- It is a comprehensive record of all study completed, detailing courses studied and the grades (marks) received, in the form of a transcript or yearly grade (mark) sheets.

- It includes all degree/diploma certificates conferred. If the degree is not posted on the transcripts, a separate degree certificate
must indicate the type of degree awarded and the date of award.
Verification of graduation is required.

• Each document must be submitted in the original language and
must be accompanied by a NACES Members (http://www.naces.org/
members.htm) evaluation agency English translation.

• Copies of original documents must be certified by the appropriate
authority of the issuing university or college. Each page of the copy
must contain the original signature and title of the school authority,
the date of issuance, and the institutions original stamp or seal.

• Individuals whose foreign university issues only one set of official
documents must consult with their respective academic departments
directly for alternate methods of submission.

Please be advised that all materials submitted in support of an
application become the property of the Health Science Center and will not
be returned to the applicant or forwarded to other schools or agencies.
Additionally, transcripts will not be copied for applicants or students.
For "one of a kind" and difficult to replace documents, we suggest that
applicants have the issuing institution(s) certify copies for submission
for the application process. This will allow applicants in particular to
keep original documents. However, official transcripts will still be required
in the event of admission for those incoming students who submitted
certified copies of transcripts as part of the application process.

Applicants and students with coursework from foreign institutions where
original documents cannot be produced or reproduced must contact the
Office of the University Registrar (http://students.uthscsa.edu/registrar/)
directly. The Office of the University Registrar will verify transcript issuing
constraints at those institutions in those countries in order to offer
alternatives to this requirement, including acceptance of notarized copies
in lieu of official transcripts. Only applicants and students making formal
arrangements with the Office of the University Registrar may exercise this
option.
INSTITUTIONAL POLICIES

Students must abide by all institutional policies, which are administered by pertinent departments and divisions across the Health Science Center. Institutional policies are consistent with those that are also identified in the Health Science Center Handbook of Operating Procedures (http://uthscsa.edu/hop2000/).

For more detailed information, select a specific Health Science Center Catalog policy from the list.

Alcohol, Drug and Chemical Abuse Policy

The purpose of this statement is to comply with the federal Safe and Drug-Free Schools and Communities Act Amendment of 1989 and the Drug-Free Workplace Act of 1988. The statements provided below represent the Health Science Center policy with regard to the abuse and/or distribution of alcohol, drugs, and controlled substances by faculty and staff.

The unlawful manufacture, sale, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and on any property under the control of the Health Science Center. A controlled substance is any substance so defined by federal or state statute or regulation.

Please review Section 8.2 “Alcohol, Drug and Chemical Matters” in the Handbook of Operating Procedures (http://uthscsa.edu/hop2000/8-toc.aspx) for a more detailed explanation of the policy.

Alcohol Policy for Student Organizations

The Regents’ Rules and Regulations, Rule 80102, “Alcoholic Beverages” prohibits the use of alcoholic beverages on property and in buildings and facilities owned or controlled by the Health Science Center. However, the President may waive this prohibition with respect to any event sponsored by the University. An event is considered “sponsored” if a budgeted office or department of the Health Science Center is responsible for organizing the event, inviting attendees, and paying expenses related to the event, including the purchase of food and beverages; meetings or events organized and presented by registered faculty, staff, or student organizations are not events sponsored by the Health Science Center. State law relating to alcoholic beverages will be strictly enforced at all times on property and buildings and facilities owned or controlled by the Health Science Center.

All non-student requests should be made using the Request for Alcoholic Beverages on Campus form. The form must be completed and submitted through the Chair or Director of the requesting sponsoring unit to the appropriate Executive Committee member (Dean or Vice President) at least ten (10) working days prior to the event. The Executive Committee Member will review the form and make a recommendation to the President as to whether or not the request should be approved.

All student organizations (sponsored and registered) are required to submit an activity request form to the Office of Student Life for all student organization activities and events. Sponsored student organizations and registered student organizations may pursue alcohol at student organization events held on campus, if the event meets the criteria listed above for a “sponsored” event. The department sponsoring the student organization event will complete the Request for Alcoholic Beverages on Campus form. The form must be completed and submitted through the Chair or Director of the requesting sponsoring unit to the appropriate Executive Committee member (Dean or Vice President) at least ten (10) working days prior to the event. The Executive Committee Member will review the form and make a recommendation to the President as to whether or not the request should be approved. Please see Section 8.2.3 “Use of Alcoholic Beverages on Campus”, of the Handbook of Operating Procedures (http://uthscsa.edu/hop2000/8-toc.aspx) for a more detailed explanation of the policy.

Bookstore

UT Health Science Center San Antonio contracts with Barnes and Noble to provide management of the campus bookstore operations. Visit our online bookstore (http://uthscsa.bncollege.com/) for more information, including locations, hours of operation, pricing, and merchandise.

A student of this institution is not under any obligation to purchase a textbook from a University-affiliated bookstore (Texas Education Code, § 51.9705; 19 TAC 4.214 et seq.). The same textbook may also be available from an independent retailer, including an online retailer. Information regarding required or recommended textbooks and other course materials, if any, is available in the online bookstore (http://uthscsa.bncollege.com/). The book title, author, International Standard Book Number (ISBN), edition, and price is provided for each class section.

Campus Carry Law

In 2015, the Texas Legislature passed a law which permits duly licensed concealed handgun owners the right to bring concealed handguns on to Texas public university campuses effective August 1, 2016. This law is commonly referred to as the “Campus Carry Law”. The law directed each public university president in Texas to establish campus-specific policies for their campus implementing the law with consideration to the uniqueness of the campus environment. This law is applicable only to those who have a license to carry a handgun, and the handgun must be concealed at all times. This policy does not authorize the open carry of handguns on the Health Science Center campus. The purpose of this policy is to ensure compliance with Section 411.2031 of the Texas Government Code, the “Campus Carry Law”.

It is the policy of the University of Texas Health Science Center at San Antonio to respect the Federal and Texas constitutions, both of which recognize Texas citizens’ rights to keep and bear arms. The Health Science Center also recognizes the Texas Legislature’s power to regulate the carrying of handguns. Finally, the Health Science Center recognizes its right under the Campus Carry Law to implement its own reasonable rules, regulations and other provisions regarding the carrying of concealed handguns on the premises of the Health Science Center campuses.

For more information on the Campus Carry Law, please see Policy 8.12.1 (http://uthscsa.edu/hop2000/8.12.1.pdf) in the Health Science Center Handbook of Operating Procedures (HOP).

Campus Facilities

Access to Campus Facilities

The responsibility of The University of Texas System Board of Regents is to operate and maintain an effective and efficient system of institutions
of higher education and requires that the time, place, and manner of assembly, speech, and other activities on the grounds and in the buildings and facilities of the UT System or institutions be regulated.

No person, organization, group, association, or corporation may use property, buildings, or facilities owned or controlled by the Health Science Center for any purpose other than in the course of the regular programs or activities related to the role and mission of the university, unless authorized by the Regents’ Rules and Regulations. Any authorized use must be conducted in compliance with the provisions of the Regents’ Rules and Regulations, the university’s Handbook of Operating Procedures, and applicable federal, state, and local laws and regulations.

Health Science Center facilities may be used by outside organizations with the joint sponsorship of a Health Science Center department. The Health Science Center may recommend joint sponsorship of a project or program when the following listed conditions are met: (1) the educational implications are self-evident and directly supplement the educational purposes of the institution and the academic or administrative mission of the department recommending sponsorship; and (2) there will be no private gain for the cooperating individuals, group, or association. The Health Science Center sponsor when entering into a joint sponsorship of any program assumes full responsibility for all details, including cost, as well as approval of subject, contents, and publicity for the event. To the extent that there are charges for Health Science Center services (e.g., printing, housekeeping, parking, security, etc.) for the event, such charges shall be paid by the sponsoring department. It is the responsibility of the sponsoring department to determine an appropriate level of reimbursement, if any, from the outside entity cosponsoring the event and obtain such payments and deposit such payments to the accounts from which charges for the event were made. Regents’ Rules and Regulations apply (from Handbook of Operating Procedures 9.1.4 (http://uthscsa.edu/hop2000/9-toc.aspx)).

Gang-Free Zones Policy

Premises owned, rented or leased by the Health Science Center and areas within 1,000 feet of the premises are “gang-free” zones. Certain criminal offenses, including those involving gang-related crimes, will be enhanced to the next highest category of offense if committed in a gang-free zone by an individual 17 years or older. See Texas Penal Code, Section 71.028 (http://www.statutes.legis.state.tx.us/Docs/PE/htm/PE.71.htm).

General Education Core Curriculum Policy

It is the policy of the Health Science Center to evaluate all incoming students for completion of the Texas Core Curriculum who are not otherwise exempt. Pursuant to changes established by The Texas Higher Education Coordinating Board, the Health Science Center established a Core specific to the academic needs and interests of the Health Science Center community. The core for the Health Science Center includes a 42 semester credit hour core curriculum for all undergraduate students which includes six core objectives and common component areas implemented in Fall 2014. The core curriculum facilitates the transfer of lower-division course credit among public colleges, universities, and health-related institutions throughout the state of Texas. General Education requirements completed at private and out-of-state institutions may not be equivalent of, may not fulfill the requirements of, and may not excuse students from completing the Texas Core Curriculum. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. The Texas Core Curriculum is listed below and may also be found on the website of the Office of the University Registrar (http://students.uthscsa.edu/registrar/2013/04/curriculum/), which includes the assessment plan for evaluating these foundational component areas for incoming applicants.

Foundational Component Areas:

<table>
<thead>
<tr>
<th>Component Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>010 Communication</td>
<td>6</td>
</tr>
<tr>
<td>020 Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>030 Life and Physical Sciences</td>
<td>12</td>
</tr>
<tr>
<td>040 Language, Philosophy &amp; Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

The goal of the communications component of the Texas Core Curriculum is to develop students’ mastering in writing. Students must complete one course that requires them to learn to communicate effectively through the development of descriptive, expository, narrative and self-expressive writing. Students must also complete a second writing-intensive course that may have as its focus student expression in communication or may be directed to the basic genres of research-based scientific and technical writing.

Texas Core Objective:

The student will be able to write effectively using appropriate organization, mechanics, and style. Students will be able to construct effective written arguments. Students will be able to gather, incorporate, and interpret source materials in their writing.

020 Mathematics

The goal of the mathematical component of the Texas Core Curriculum is to develop logical reasoning and inferences and the application of mathematical concepts.

Texas Core Objective:

Students will be able to apply basic mathematical methods to modeling and solving real world problems. Students will be able to formulate and interpret basic mathematical information, numerically, graphically, and symbolically.

030 Life and Physical Sciences

The goal of the life and physical science component of the Texas Core Curriculum is to develop an appreciation of the intricacies of the natural world and to be able to describe and explain some of the basic principles of how the natural world functions. Each student must complete 12 credit hours of science courses, of which must have laboratory components.

Texas Core Objective:

Students will be able to describe laws, theories or finding basics to the science discipline. Students will be able to apply scientific laws and principles of the discipline to arrive at problem solutions. Students will be able to explain how experiments or observations validate or test scientific concepts.
The goal of the language, philosophy & culture of the Texas Core Curriculum is to examine a variety of literary philosophical and/or historical works drawn from the humanities and presented in an established context as examples of expressions of individual and human values. Students must complete at least one course that is representative of literature, philosophy, cultural studies, modern language, or classic language.

Texas Core Objective:
Students will be able to examine and analyze a variety of works from the humanities, particularly those connected to literature and philosophy. Students will be able to analyze and critically evaluate such works in the context of culture, society, and values as well as be able to compare and contrast the works with each other. Students will be able to apply considered analysis and respond to works in the humanities as examples of human expression and aesthetic and philosophical principles.

050 Creative Arts
The goal of the creative arts of the Texas Core Curriculum is to expose and illuminate at least one and possibly multiple forms of artistic expression, including but not exclusive to the traditional areas of the performing and visual arts. Students must complete at least one course that is representative of one or more of the visual or performing arts.

Texas Core Objective:
Students will be able to examine and respond critically to a variety of artistic forms in at least one and possibly multiple forms of expression drawn from either the visual or performing arts or some combination thereof. Students will be able to demonstrate an appreciation for artistic expression and an ability to analyze specific works of art within a cultural or social context.

060 American History
The goal of American history component of the Texas Core Curriculum is to develop students’ comprehension of the scope of American and/or Texas historical development through an examination of social, institutional, political, and cultural evolution over specified periods of time in the history of the United States and/or the State of Texas. Students must complete two courses that address the history of the United States or one that addresses the history of the United States and one course that addresses the history of the State of Texas.

Texas Core Objective:
Students will be able to identify, explain, and give examples of significant developments in American and/or Texas history over a defined span of time. Students will be able to examine and analyze historical development through knowledge of institutional, social, cultural, and political evolution and change over a defined span of time.

080 Social and Behavior Sciences
The objective of the government component is to increase students’ comprehension of the history and evolution of political institutions, and the interrelationship between institutions such as executive and legislative; the role that political institutions play in the lives of citizens, and to demonstrate the relationship between citizens and political institutions including activities such as voting and interest group activity that provides awareness for citizen influence. Students must complete two courses that include consideration of the Constitution of the United States and the constitution of the states, with special emphasis on the Texas constitution.

Texas Core Objective:
Students will be able to apply important theoretical and scholarly approaches to understanding state and national institutional behavior, citizen involvement and interaction between citizens and institutions of government. Students will be able to analyze and appreciate historical trends in development of government institutions and their constitutional foundations. Students will be able to identify, describe, and analyze various mechanisms of citizen political involvement.

080 Social and Behavior Sciences
The goal of the social and behavioral science component of the Texas Core Curriculum is to increase student’s knowledge of how social and behavioral scientist describe, explain, and critically analyze the behaviors and interactions among individuals, groups, institutions, cultures, events and ideas. Students must complete at least one course that is representative of the following social and behavioral science: anthropology, economics, geography, psychology, sociology or women’s studies.

Texas Core Objective:
Students will be able to describe major theoretical and scholarly approaches in the social/behavior science discipline. Students will be able to apply modes of critical thinking used in the social/behavior science discipline.

Total Credit Hours 42

Hazing Policy
Hazing in state educational institutions is prohibited by both state law (Sections 51.936 and 37.151, Texas Education Code), and by the Rules and Regulations of the Board of Regents of The University of Texas System (Series 50101, Section 2.8). Individuals or organizations engaging in hazing could be subject to fines and charged with criminal offenses. Additionally, the law does not affect or in any way restrict the right of the university to enforce its own rules against hazing.

According to the law, a person commits a hazing offense if the person engages in hazing: solicits, directs, encourages, aids, or attempts to aid another in hazing; intentionally, knowingly, or recklessly allows hazing to occur; or fails to report firsthand knowledge that a hazing incident is planned or has occurred in writing to the chief student affairs officer. The fact that a person consented to or acquiesced in a hazing activity is not a defense to prosecution for hazing under this law.
An organization commits an offense if the organization condones or encourages hazing or if an officer or any combination of members, pledges, or alumni of the organization commits or assists in the commission of hazing.

The law defines hazing as any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization whose members are or include students at an educational institution.

Hazing includes but is not limited to:

1. any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of harmful substance on the body, or similar activity;
2. any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small place, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or which adversely affects the mental or physical health or safety of the student;
4. any activity that intimidates or threatens the student with ostracism; that subjects the student to extreme mental stress, shame, or humiliation; or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subsection; and
5. any activity that induces, causes, or requires the student to perform a duty or task which involves a violation of the Penal Code. The fact that a person consented to or acquiesced in a hazing activity is not a defense to prosecution.

Any student who engages in conduct that constitutes hazing is subject to disciplinary action regardless of whether he or she is charged with a criminal offense.

Series 50101, Section 2.8, of the Rules and Regulations of the Board of Regents of The University of Texas System, provides that:

1. hazing with or without the consent of a student is prohibited by the System, and a violation of that prohibition renders both the person inflicting the hazing and the person submitting to the hazing subject to discipline;
2. initiations or activities by organizations may include no feature which is dangerous, harmful, or degrading to the student and a violation of this prohibition renders both the organization and participating individuals subject to discipline. Activities which under certain conditions constitute acts that are dangerous, harmful, or degrading, in violation of the Rules and Regulations of the Board of Regents of The University of Texas System include but are not limited to:
   • calisthenics, such as sit-ups, push-ups, or any other form of physical exercise;
   • total or partial nudity at any time;
   • the eating or ingestion of any unwanted substance;
   • the wearing or carrying of any obscene or physically burdensome article;
   • paddle swats, including the trading of swats;
   • pushing, shoving, tackling, or any other physical contact;
   • throwing oil, syrup, flour, or any harmful substance on a person;
   • rat court, kangaroo court, or other individual interrogation;
   • forced consumption of alcoholic beverages either by threats or peer pressure;
   • lineups intended to demean or intimidate;
   • transportation and abandonment (road trips, kidnappings, walks, rides, drops);
   • confining individuals in an area that is uncomfortable or dangerous (hot box effect, high temperature, too small);
   • any type of personal servitude that is demeaning or of personal benefit to the individual members;
   • wearing of embarrassing or uncomfortable clothing;
   • assigning embarrassing or uncomfortable clothing;
   • assigning pranks such as stealing, painting objects, harassing other organizations;
   • intentionally messing up the house or room for clean up;
   • demeaning names;
   • yelling and screaming; and
   • requiring boxing matches or fights for entertainment.

In an effort to encourage reporting of hazing incidents, the law grants immunity from civil or criminal liability to any person who reports a specific hazing event in good faith and without malice to the chief student affairs officer and immunizes that person from participation in any judicial proceeding resulting from that report. The penalty for failure to report is a fine of up to $1,000 up to 180 days in jail, or both. Penalties for other hazing offenses vary according to the severity of the injury that results and range from $500 to $10,000 in fines and up to two years confinement.

The law does not affect or in any way limit the right of the university to enforce its own rules against hazing.

Immunizations

The immunizations listed below are required of all students. The cost of all immunizations will be the responsibility of the student and/or guarantor.

Hepatitis B Alone or Hepatitis A&B Combo Vaccine

All students enrolling at the Health Science Center must be immunized against Hepatitis B. Students must provide documentation of three doses of the Hepatitis B vaccine and a positive titer confirming immunity (must include a copy of the laboratory report documenting the quantitative value of the titer)

The Health Science Center will accept either the standard Hepatitis B series (3 injections), the expedited Hepatitis B series (3 injections), the Hepatitis A&B combo vaccine series (3 injections), or the Heplisav-B series (2 injections). A titer can be drawn 4-8 weeks after the last dose of any Hepatitis B series. The Hepatitis B series and titer can take between 2 to 7 months to complete.
Bacterial Meningitis

Pursuant to SB 1107 enacted by the State of Texas, all new students enrolling in the Health Science Center must provide proof that the meningitis vaccination was administered at least 10 days prior to the first day of the term. Bacterial Meningitis Vaccinations must have been received or renewed within the last 5 years. The legislation provides for some exceptions:

1. students who are over 21 years of age and  
2. students taking 100% of classes online

Students who qualify for exceptions and wish to exercise the same must use an affidavit issued from the Texas Department of State Health Services (https://corequest.dshs.texas.gov/) to claim an exemption based on conscientious or religious objections. Failure to do so consistent with the noted time frame will preclude registration.

Bacterial Meningitis is a serious, contagious, potentially deadly disease that can progress extremely fast, so take utmost caution. It is an inflammation of the membranes that surround the brain and spinal cord. The bacteria that causes meningitis can also infect the blood. This disease strikes about 3,000 Americans each year, including 100–125 on college campuses, leading to 5–15 deaths among college students every year. There is a treatment, but those who survive may develop severe health problems or disabilities. Keeping up to date with recommended immunizations and maintaining health habits such as getting plenty of rest and avoiding close contact with sick people, are ways to prevent Meningitis.

What are the symptoms?

• High fever  
• Severe headache  
• Vomiting  
• Rash or purple patches on skin  
• Stiff neck  
• Light sensitivity  
• Nausea  
• Confusion and sleepiness  
• Seizures  
• Lethargy

There may be a rash of tiny, red-purple spots caused by bleeding under the skin. These can occur anywhere on the body.

The more symptoms, the higher the risk for severe illness, long term effects and death. If symptoms appear seek immediate medical attention. How is bacterial meningitis diagnosed? Diagnosis is made by a medical provider and is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood tests.

Early diagnosis and treatment can greatly improve the likelihood of recovery.

How is the disease transmitted?

• The disease is transmitted when people exchange saliva (such as by kissing, or by sharing drinking containers, utensils, cigarettes, toothbrushes, etc.) or come in contact with respiratory or throat secretions.

How do you increase your risk of getting bacterial meningitis?

• Exposure to saliva by sharing cigarettes, water bottles, eating utensils, food, kissing, etc.  
• Living in close conditions (such as sharing a room/suite in a dorm or group home).

What are the possible consequences of the disease?

• Death (in 8 to 24 hours from feeling perfectly well)  
• Permanent brain damage  
• Kidney failure  
• Learning disability  
• Hearing loss, blindness  
• Limb damage (fingers, toes, arms, legs) that requires amputation  
• Gangrene  
• Coma  
• Convulsions

Can the disease be treated?

• Antibiotic treatment, if received early, can save lives and chances of recovery are increased. However, permanent disability or death can still occur.  
• Vaccinations are available and should be considered for those living in close quarters and college students 25 years old or younger.  
• Vaccinations are effective against 4 of the 5 most common bacterial types that cause 70% of the disease in the U.S. (but does not protect against all types of meningitis).  
• Vaccinations take 7–10 days to become effective, with protection lasting 3–5 years.  
• The cost of vaccine varies so check with your health care provider.  
• Vaccination is very safe – most common side effects are redness and minor pain at injection site for up to two days.

How can I find out more information?

• Contact your own health care provider.  
• Contact the Student Health Center at 567-2788.  
• Contact Web sites:
  • http://www.cdc.gov/meningitis/bacterial.html  
  • http://www.acha.org/Topics/meningitis.cfm (http://www.acha.org/ACHA/Resources/Topics/Meningitis.aspx?WebsiteKey=03f1a0d5-4c58-4ff4-9b6b-764854022ac1)

Tuberculosis Screening

All students must submit the following Tuberculosis (TB) screening results:

1. Two step skin test completed within one year of enrollment  
2. Negative TB blood test completed within one year of enrollment

Or for those persons with a history of a positive skin test regardless of whether they have chosen to take LTBI treatment or not:

1. Proof of a negative chest x-ray result dated after the initial positive PPD/ blood test, and  
2. Proof of a TB evaluation conducted by a licensed healthcare provider with in one year of enrollment
Annual TB screening is required at UT Health San Antonio. This testing must be performed before the expiration of the previous year's test or you will be required to perform the two step again.

**Tetanus-Diphtheria (Td) or Diphtheria-Tetanus-Acellular Pertussis (TdaP)**

Proof of booster shot with either the Td or TdaP within the past 10 years is required. Health care workers who have direct patient contact should get one dose of TdaP. A 2-year interval since the last Td is suggested but not required.

**Polio**

All students under the age of 18 are required to show proof of polio vaccination.

**Measles-Mumps-Rubella**

All students must submit one of the following:

1. Proof of vaccination with:
   a. Measles - 2 vaccines required (documents must indicate that the first measles vaccine was administered after your first birthday or it will be invalid)
   b. Mumps & Rubella - 1 vaccine each, OR
2. MMR combo vaccine – 2 doses, the second dose of MMR administered at least 4 weeks/28 days after the first dose (documentation must indicate that the first MMR was administered after your first birthday or it will be invalid)
3. Laboratory report of positive immune serum antibody titer for Measles, Mumps, and Rubella.

**Varicella (Chicken Pox)**

All students must submit one of the following:

1. Documentation of two immunizations administered on or after the first birthday and at least 4 week/28 days apart, or
2. Documentation from a health care provider on the date of the previous disease (chicken pox or zoster), or
3. Laboratory report of positive immune serum antibody titer (IgG).

**Influenza (Flu)**

It is optimal to have immunity throughout the flu season, typically October – March. Please check with your school admissions office to determine if it has a particular timeline/deadline, or if you require an exemption. Documentation of receiving the flu vaccination must be received annually. Frequently Asked Questions and Answers about the flu can be found on the CDC Web site [http://www.cdc.gov/flu/](http://www.cdc.gov/flu/)

**COVID-19**

1. The COVID-19 vaccine is offered to all students, employees and faculty at the University of Texas Health Science Center in San Antonio, Texas.
2. As the COVID-19 vaccine is currently under emergency use authorization (EUA) status by the U.S. Food and Drug Administration (FDA), we do not require it. We do strongly encourage COVID-19 vaccination for everyone.
3. We strongly encourage COVID-19 vaccination for everyone that comes to our campus for studies or employment.
4. It is anticipated that the COVID-19 vaccine will be fully approved in the near future and will likely become required. Some clinical sites that partner with UT Health San Antonio may require COVID-19 vaccination for participation at their venues. It is important to recognize that failure to receive the COVID-19 vaccine increases your potential risk of infection and also could limit your clinical rotation options.

**Questions**

For all questions related to UT Health San Antonio immunization requirements, please contact Wellness 360 ([https://wellness360.uthealthsa.org/](https://wellness360.uthealthsa.org/)).

**Infection Policy (AIDS, HIV, and Hepatitis, etc.)**

The University of Texas System provides a Policy and Guidelines on Bloodborne Pathogens Including Human Immunodeficiency Virus (HIV) Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV). The purpose of this policy is to provide guidance in complying with statutes concerning bloodborne pathogens including human immunodeficiency virus (HIV), Hepatitis B virus (HBV), and Hepatitis C virus (HCV). Immunization requirements are based on current regulations, guidelines and recommendations by the Centers for Disease Control (CDC) and the U.S. Department of Health and Human Services. In addition, the medical, educational, legal, administrative, and ethical issues related to specific situations involving persons with HIV, HBV or HCV infections in the following areas are addressed:

- Administrative policies;
- Residence life;
- Health education;
- Testing for HIV, HBV, HCV infection;
- Confidentiality of information related to persons with AIDS, HIV, HBV, or HCV infection; and
- Patient care.

This policy is applicable to students, faculty, and employees of the Health Science Center and shall be made available to students, faculty, and staff members of the University by its inclusion in the student, faculty, and personnel guides if practicable, or by any other method. More detailed information about bloodborne pathogens can be found in The Health Science Center Handbook of Operating Procedures ([http://uthscsa.edu/hop2000/8-toc.aspx](http://uthscsa.edu/hop2000/8-toc.aspx)) (HOP). The policies that follow are published to reflect those policies in The HOP.

**ADMISSION OF HEALTH PROFESSIONS STUDENTS WITH AIDS OR HIV INFECTION**

The Health Science Center shall not inquire about the HIV status of any applicant for admission to the Health Science Center unless it has been determined that the condition of being infected is grounds for denial of admission. Admission or hiring of an asymptomatic HIV-infected applicant can only be denied on the basis of such infection if the institution concluded, on the basis of sound medical and scientific evidence, that the applicant’s infected status would prevent him or her from completing essential degree requirements and that no reasonable accommodation could be made that would enable the applicant to do so.
SCREENING FOR HIV-1 INFECTION

The Health Science Center will not initiate mandatory HIV screening of students, faculty, staff, or employees unless justified by evidence of significant risk to patients.

The Health Science Center encourages students, faculty, staff, and employees who believe they are at risk of HIV infection to seek testing and counseling. The Health Science Center shall provide information about the availability of confidential and anonymous testing programs. In addition, the Health Science Center shall provide information and/or access to counseling for students, faculty, staff, employees, and others about the implications of positive or negative testing for career and future health.

Students, Faculty, Staff, and Employees with Positive Antibody to HIV-1 or Clinically Manifest AIDS or AIDS-Related Complex

It is expected that all students, faculty, staff, and employees will be bound to the principle of strict confidentiality in all patient and healthcare related activities.

As stated in Policies 8.1.3 (http://uthscsa.edu/hop2000/8.1.3.pdf) and 8.1.4 (http://uthscsa.edu/hop2000/8.1.4.pdf) of The HOR “Screening for HIV-1 Infection” and “Students, Faculty, Staff and Employees with Positive Antibody to HIV-1 or Clinically Manifest AIDS or AIDS – Related Complex,” The Health Science Center encourages students, faculty, staff, and employees who believe they are at risk of HIV-infection to seek testing and counseling. The Health Science Center shall provide counseling about access to confidential and anonymous HIV-antibody testing, about the implications of positive or negative results for career and personal health, about the availability of expert medical care, and about the prevention of further spread of infection.

Interaction with Patients with Bloodborne Pathogens

Entry into the healthcare professions is a privilege offered to those who are prepared for a lifetime of service to the ill. Students, faculty, and healthcare staff have a fundamental responsibility to provide care to all patients assigned to them, regardless of diagnosis. A failure to accept this responsibility violates a basic tenet of the medical profession: to place the patient’s interests and welfare first.

Individuals who feel that their activities within the Health Science Center pose a special risk to their health because of exposure to bloodborne pathogen-infected patients, working conditions presenting a risk of exposure to bloodborne pathogens, or the presence of a bloodborne pathogen infection in the individual himself or herself, should seek the assistance of their immediate supervisor.

Infection Policy and Education Committee

The Health Science Center has established an Infection Policy and Education Committee that exists as a resource to address issues related to bloodborne pathogen infection on a case-by-case basis in the Health Science Center. The Committee serves as an advisory body to the Executive Committee of the Health Science Center and may arbitrate concerns or provide recommendations for the resolution of these infection-related issues.

EDUCATION OF STUDENTS, FACULTY, STAFF, AND EMPLOYEES ABOUT BLOODBORNE PATHOGENS

This section provides information regarding education on bloodborne pathogens to the University community based on The Health Science Center Handbook of Operating Procedures, Policy 8.1.6 (http://uthscsa.edu/hop2000/8.1.6.pdf).

Guidance

As stated in the Health Science Center’s Exposure Control Plan, the Health Science Center adheres to the Universal or Standard Precautions for the Prevention of Transmission of Human Immunodeficiency Virus, Hepatitis B Virus, and Other Bloodborne Pathogens in Health Care Settings (http://www.cdc.gov/mmwr/preview/mmwrhtml/00000039.htm) published by the Centers for Disease Control and Prevention. Consistent with the early education of students, staff, and employees in these and other pertinent data relevant to potential infection, the following approach will be taken.

Educational Program

Each school will provide a program on prevention of exposure to infectious organisms in professional and personal situations early in the student’s educational experience and at the beginning of clinical rotations.

Each administrative division of the Health Science Center will provide an educational program for staff and employees to take place early in the employment and annually thereafter to focus upon prevention of exposure to infectious organisms in the workplace as warranted by the occupational risk.

Content of Program

The Infection Policy and Education Committee shall advise and review the development of appropriate educational programs. At the conclusion of Health Science Center educational programs/curriculum on bloodborne pathogens, the participant should be able to:

1. Have a basic understanding of HIV, HBV, and HCV as viral disease and its natural history.
2. Recognize how viruses are transmitted and contacts that do not transmit the virus.
3. Recognize the symptoms of bloodborne pathogens and the degrees/stages of these illnesses.
4. Identify precautions one must take in one’s own area of practice or work regarding the bloodborne pathogens.
5. Familiarize oneself with institutional policies about bloodborne pathogens as described in the Health Science Center’s Exposure Control Plan.
6. Recognize one’s own role in alleviation of anxiety and misinformation.
8. Identify legal and ethical issues that may potentially impact patient care.
Student Needlestick Policy

Student Percutaneous Injury/Bloodborne Pathogen Exposure Procedure

In case of needlestick or body fluid exposure* immediately:

1. Wash exposed area thoroughly with soap & water or appropriate tissue cleanser
2. Notify supervisor
3. Seek care within 2 hours of exposure; call first to expedite treatment
   a. Weekdays Monday through Friday from 8:30 a.m. to 4:30 p.m. at the Student Health Clinic (210) 567-9355
   b. After Hours: University Health System Emergency Triage (210) 743-0161
4. Bring the following, or send to the Health Science Center Student Health Service
   b. TDH Contaminated Sharps Injury Reporting Form
      Environmental Health and Safety Forms (https://uthealthsa.sharepoint.com/Facilities/Pages/Forms.aspx) – A long form (https://uthealthsa.sharepoint.com/Facilities/EHS%20Forms/sharps_long.pdf) is available as well as the short form
   c. Incident report from facility where exposure occurred
   d. Identification of person whose body fluid was exposure source
   e. Contact person for follow up
   f. Relevant medical records
5. If exposure occurs outside the San Antonio area (more than 30-45 minutes away from the Health Science Center), go to the nearest ER or health care facility
   a. Providers may consult the 24 hour national HIV Post-Exposure Prophylaxis Hotline for Clinicians at 1-888-HIV-4911
   b. Call the Student Health Clinic at (210) 567-9355 for follow up on the next non-holiday workday
6. Obtain consent of patient (source of exposure) for blood tests per facility protocol
   a. Hepatitis B Surface Antigen (HBsAg)
   b. Hepatitis C Antibody (Anti-HCV)
   c. Antibody to Human Immunodeficiency virus (Anti-HIV)

7. Student blood to be drawn in Student Health Services as soon as possible for
   a. HBsAg**
   b. Antibody to Hepatitis B Surface Antigen (Anti-HBs)**
   c. Hepatitis C Antibody
   d. Anti-HIV
   e. Omit HBsAg & Anti-HBs if the student has a documented seroconversion following a Hepatitis B vaccination series
   f. Order CBC and Liver Function Test if placing student on HIV prophylaxis drugs

* Injury must relate to currently registered at the Health Science Center student’s clinical duties: percutaneous needlestick, puncture wound, laceration, human/animal bite; body fluid exposure to open wound or mucous membrane by splash, aerosol; other blood/unfixed tissue exposure

Treatment Guidelines

1. Hepatitis B
   a. Patient HBsAg positive and student HBsAg negative and Anti-HBs negative:
      • give one dose of Hepatitis B Immune Globulin (.06 ml/kg intramuscularly) as soon as possible within 72 hours after exposure, and begin a Hepatitis B vaccination series within seven days.
      • a student with prior Hepatitis B vaccination with a negative Anti-HBs should receive HBIG and one dose of Hepatitis B vaccine.
   b. No further Hepatitis B testing or therapy is needed if
      • the patient (exposure source) is HBsAg negative
      • the student is HBsAg positive or Anti-HBs positive due to prior disease or vaccination, even though the patient is HBsAg positive

2. Hepatitis C
   a. Patient source is positive for Hepatitis C:
      • test student for HCV-PCR 2-3 weeks after exposure
      • test student for Hepatitis C serology at 6 weeks, 3 months, 6 months, & 1 year.

3. HIV
   a. Risk of HIV transmission following percutaneous exposure to HIV-infected blood is approximately 0.3% (CDC, 2005).
   b. Anti-HIV seroconversion in a needlestick recipient has been documented despite use of prophylaxis.
   c. Drugs used for HIV prophylaxis have multiple potential side effects. Please contact Student Health Service prior to discontinuing prophylaxis medications to ensure it is
Students at all sites receive, at no cost, testing, medication and follow up care per 2005 CDC guidelines

a. HIV (https://stacks.cdc.gov/view/cdc/20711/)

b. Hepatitis B (https://www.cdc.gov/mmwr/preview/mmwrhtml/rr6210a1.htm)

c. Hepatitis C (https://www.cdc.gov/hepatitis/hcv/guidelinesc.htm)

2. A centralized service coordinates the testing and treatment of exposed students. The current requirement is for students to pay for care, then file a claim with private insurance, with a Health Science Center reimbursement limit of up to $500. The invoices received from the treatment center will need to be delivered to the Student Health Clinic so that reimbursement can be made.

Information Management Services (IMS)

Students can access their personal and academic information through My Student Center via students.uthscsa.edu (https://students.uthscsa.edu/).

This secured site provides a variety of information for students including enrollment, financial aid, student account, features to update addresses and telephone numbers, check final grades, and options to restrict the release of personal information. For more information on the latter, see the FERPA Policy (p. 81) in this Catalog.

Each school has their own unique website for students to access syllabi and other course information, often utilizing the Learning Management System (https://www.uthscsa.edu/university/canvas/).

Privacy Rights

Students are entitled to certain privacy rights, especially under the Family Educational Rights and Privacy Act, although any research papers and theses authored by students may be made available to interested members of the public. Students should also bear in mind that any patients or patient records they come into contact with are protected based on patient privacy policies under the Health Insurance Portability and Accountability Act (HIPAA) and the Health Science Center Handbook of Operating Procedures (http://www.uthscsa.edu/hop2000/).

Family Educational Rights and Privacy Acts (FERPA) Policy

PERTINENT INFORMATION

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.§1232g, and the Texas Public Information Act, Texas Government Code § 552.001 et seq., are respectively a federal and state law that provide for the review and disclosure of student educational records. These regulations set forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. FERPA applies to those institutions that require funding from the Department of Education and guarantees students three primary rights: to inspect and review their education records; to seek to amend education records; and to exercise some control over the disclosure of information from those education records.

Students at the Health Science Center have the right of confidentiality under the federal Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, no one outside the institution shall have access to, nor will the institution disclose any information from students' educational records without the student's written consent.

The Health Science Center (http://www.uthscsa.edu/) affords all the rights under the law to students who are declared independent. However, student education records may be released without written consent for legitimate educational interest. Legitimate educational interest allows for access to educational records by appropriate Health Science Center administrators, faculty members, staff members or contractors acting on behalf of the Health Science Center, who require such access in order to perform their legitimate educational and business purposes of the student or Health Science Center. Examples include:

• to appropriate school officials, including staff and faculty with the university who have been determined by the university to have legitimate educational interest;
• to officials of other institutions in which students seek to enroll;
• to persons or organizations providing students financial aid provided that such disclosure is necessary to determine eligibility, amount, conditions or enforcement of terms or conditions of the financial aid;
• to accrediting agencies carrying out their accreditation function;
• to organizations conducting studies for, or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student financial aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;
• to persons in compliance with judicial order or lawfully issued subpoena, upon condition that the university makes a reasonable effort to notify the student of the order or subpoena in advance of compliance therewith;
• to persons in an emergency in order to protect the health or safety of students or other persons;
• to federal, state, or local officials or agencies authorized by law;
• to the parents of a dependent student, as defined in Section 152 of Internal Revenue Code (http://uscode.house.gov/search/criteria.shtml/) of 1954, provided a reasonable effort is made to notify the student in advance;
• to an alleged victim of any crime of violence, the results of the alleged perpetrator’s disciplinary proceeding may be released;
• to authorized agents, vendors, or contractors of the university who have agreed to abide by the provisions of FERPA regarding covered student data.

All the exceptions identified above are permitted under the Act.

Within the Health Science Center community, only those members, individually or collectively, acting in the legitimate educational interest of the students are allowed access to student education records.
A legitimate educational interest is determined by the appropriate administrator from the Office of the University Registrar in consultation with the Vice President for Academic, Faculty and Student Affairs and the appropriate school-specific Dean. Release of information to a school official having a legitimate educational interest does not serve as permission to share that information with a third party without the student’s written permission.

A record of requests for disclosure and such disclosure of personally identifiable information from student education records shall be maintained by the Office of the University Registrar for each student and will also be made available for inspection pursuant to this policy.

The law provides students with:

1. The right to inspect and review education records within 45 days of the day the university receives a request for access. A student should submit written requests that identify the record(s) the student wishes to inspect to the Office of the University Registrar or appropriate institutional official. The university official will make arrangements for access and notify the requestor of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of an education record(s) that a student believes is inaccurate or misleading. The student should write the university official responsible for the record, clearly identify the part of the record for which a change is requested, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested, the university will notify the student of the decision and advise that student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided when the student is notified of the right to a hearing. The student may want to consult with staff in the Office of the University Registrar regarding his/her appeal rights and/or the hearing procedure associated with an appeal.

3. The right to consent or to withhold consent to disclosures of personally identifiable information contained in a student’s education records, recognizing that FERPA and Health Science Center policy authorize certain disclosures without a student’s prior consent. These exceptions are provided below.

   a. Disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the university in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, authorized agent, vendor or contractor who has agreed to abide by the provisions of FERPA regarding covered data, or collection agent); a person serving on the Texas Board of Regents or the Board’s staff. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   b. Disclosure to officials of other schools or school systems in which a student seeks or intends to enroll, or where a student is enrolled in or receives services.

   c. Disclosure to parents of a dependent student of such parents, as defined in Section 152 of the Internal Revenue Code of 1986, provided that such dependent status is required to be affirmed by a student’s parents in a manner satisfactory to the university prior to release of the student’s records.

   d. Disclosure to comply with a judicial order, or lawfully issued subpoena, upon condition that the university makes a reasonable effort to notify the student of the order or subpoena in advance of compliance therewith.

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

   Student Privacy Policy Office
   US Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-4605

The Vice President for Academic, Faculty, and Student Affairs has been designated by the Health Science Center to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, financial, and disciplinary records.

**DIRECTORY INFORMATION**

The Health Science Center designates the personally identifiable information contained in a student’s education records listed below as “directory information” in order that the university may at its discretion, disclose the information without a student’s further prior written consent. As such and at its discretion, the Health Science Center may release historical student and directory information:

- name, address, telephone number, e-mail address;
- photograph;
- date and place of birth;
- major field of study;
- participation in officially recognized activities; sports;
- dates of attendance;
- most recent previous educational institution attended;
- classification, level or year of study;
- degrees and awards received;
- date of graduation; and,
- enrollment status (undergraduate, graduate or professional, full-time or part-time).

Students may withhold directory information by making changes to the Privacy Restrictions section of their Profile within My Student Center via students.uthscsa.edu. While My Student Center gives options for selecting the type of information to be withheld, selecting any of these options will withhold ALL directory information.

**DEFINITION OF TERMS**

Family Educational Rights and Privacy Act (FERPA) is a federal law which protects privacy interests of parents and students in their educational records.

An **education record** includes those records, files, documents and other material that contain information directly related to a student, and are maintained by an educational agency or institution, or by a person acting for such agency or institution. Records include electronic and paper files. The Office of the University Registrar and other designated record custodians are designated as the official record holder of student education files.
However, education records do not include:

1. Records of instructional, supervisor and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
2. Records maintained by a law enforcement unit of the educational agency or institution that were created by that law enforcement unit for the purpose of law enforcement;
3. In the case of persons who are employed by an educational agency or institution but who are not in attendance at such agency or institution, records made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee and are not available for use for any other purpose; or
4. Records on a student who is eighteen years of age or older, or is attending an institution of postsecondary education, which are made or maintained by a nurse practitioner, physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

Additionally, in accordance with UT System requirements, research papers and theses authored by students will be made available to interested members of the public.

**Directory Information** is information contained in students' education records that is generally not considered to be harmful or an invasion of privacy if disclosed.

**Personally Identifiable Information** refers to any data element in an education record that, if disclosed alone or together with another data element, would allow a person to reasonably identify the eligible student who is the record's subject.

**School Official** is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement until personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

**Legitimate Educational Interest** is established if the information is necessary for the requestor to: perform appropriate tasks specified in a position description or by a contract agreement; perform a task related to a student's education; perform a task related to the discipline of a student; provide a service or benefit to the student such as health care, counseling, job placement, or financial aid; provide educationally related information to the student concerning extra-curricular activities and student organization; or maintain the safety and security of the campus.

A legitimate educational interest is determined by the appropriate administrator from the Office of the University Registrar in consultation with the Vice President for Academic, Faculty and Student Affairs and the appropriate school-specific Dean. Release of information to a school official having a legitimate educational interest does not serve as permission to share that information with a third party without the student's written permission.

**UNIVERSITY PROCEDURE**

**Required FERPA Training**

The Office of the University Registrar requires that all students, staff, and faculty complete FERPA training bi-annually via the Web through UT Learns. Notice of required training reaches students, staff, and faculty through their Health Science Center email accounts, at which time they are prompted to complete online training. Training covers the purpose of FERPA, directory information, and scenarios of potential FERPA violations.

**Student requests for inspection of their education records**

Students who wish to inspect their records should fill out the Request to Review Education Records Form in the Office of the University Registrar. The form is available on the Office of the University Registrar's web site.

The Registrar or other designated record custodian will make the needed arrangements and advise the student when and where the records will be available. The procedure will be completed as promptly as possible, but in all cases the student will be permitted to inspect the record within 45 business days after the custodian receives the student's request with the following limitations:

1. Financial records and statements of their parents or any information contained therein; Confidential letters of recommendation and confidential statements of recommendation which were placed in the education records of the student, respecting admission to an educational institution, an application for employment, or the receipt of an honor or honorary recognition, provided that the student has waived his or her right to inspect and review those letters and statements of recommendation.

2. Any records that contain personally identifiable information about more than one student, a student may inspect only that information which relates to her/him.

If for any valid reason such as work hours, distance from a student's place of residence to a record location, distance between records location sites, or health, a student cannot personally inspect and review her/his education record, the Health Science Center will arrange for the student to obtain copies of the record.

**Request for correction of an education record**

The Health Science Center encourages students to periodically inspect and review their education records to make certain the records correctly reflect their academic progress and other achievements.

The school-specific Dean assumes the full responsibility for the process, procedure, and final decision for student request to revise educational records. The final decision is conveyed to the student, the Registrar and the Vice President for Academic, Faculty, and Student Affairs.

**Challenges to the Content of Records-Hearing-Informal Proceedings**

Students shall have an opportunity to a hearing to challenge the content of the student record, to insure that the record is not inaccurate, misleading, or otherwise in violation of the privacy of other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data
contained therein and to insert into such records a written explanation of the student respecting the content of such records. Any explanation placed in the education record of the student shall be maintained by the Health Science Center.

The Health Science Center shall attempt to settle any dispute with a student regarding the content of the student's education record through informal meetings and discussions with the student. If agreement is reached with respect to the student’s request, the appropriate records will be amended. Upon the request of either the student or the university official responsible for a particular portion of the student record in question, a hearing shall be conducted by the Registrar.

1. Such hearing and decisions shall be made by a panel of university faculty and professional staff who do not have a direct interest in the outcome of the hearing.
2. The hearing shall be conducted within twenty days following the request for hearing.
3. The student shall be afforded notice of the date, place, and time at least five days in advance of the hearing, and shall be afforded a full and fair opportunity to present evidence relevant to the issue pertinent to his or her challenge. The student may be assisted or represented by individuals of his or her choice at his or her expense, including an attorney.
4. The decision shall be rendered in writing within twenty days following the conclusion of the hearing, and shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

Decisions of the hearing officer will be final. A written statement summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned.

Request for Directory Information
Custodians of records will refer all requests for directory information about students to the Registrar. Any requests by external agencies for directory information shall also be directed to the Office of Institutional Research. Costs for preparing the information shall be borne by the requesting parties.

Custodians of Education Records
The Health Science Center reserves the right to refuse to permit a student to inspect and review the following education records:

1. financial records of the student’s parents or guardian;
2. statements and confidential letters of recommendation prepared by university officials or submitted with the student’s application for admission which were placed in the educational records of a student prior to January 1, 1975 or for which the student has waived her/his right of access in writing;
3. records of instructional, administrative, and educational personnel which are kept in the sole possession of the maker and are not accessible or revealed to any other individual except a temporary substitute for the maker;
4. records of law enforcement units;
5. employment records related exclusively to an individual's employment capacity;
6. medical and psychological records;
7. thesis or research papers; or
8. records that only contain information about an individual after the individual is no longer a student at the institution.

Copies
Students may have copies of their educational records. These copies will be made at the student's expense at rates authorized in the Texas Public Information Act except for official transcripts. Official copies of academic records or transcripts will not be released for students who have a delinquent financial obligation or financial hold at the Health Science Center.

Deceased Students
Records of deceased students, current or former, will be reviewed within 90 days after death and purged of all documents except the barest essentials such as the transcript. Personal information from student educational records shall not be released to third parties except as authorized in writing by the deceased student’s spouse, executor/executrix or parents. Written requests for such information should be directed to the Public Information Officer, the Vice President and Chief Financial Officer.

Access to file
The Health Science Center has placed responsibility for administration of FERPA with the Registrar. This office is responsible for the administration of this policy. Students who have problems or questions related to the policy should contact the Office of the University Registrar (http://students.uthscsa.edu/registrar/) for help. Those who wish to file a complaint under FERPA should do so in writing to the following address:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Request for Accommodations under the ADA and the ADA Amendments Act of 2008

It is the policy of the Health Science Center to comply with the provisions of the Americans with Disabilities Act (ADA) and the ADAAA (http://www.gov/ADAADAAA). The ADA prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, educational environments, and governmental activities. Title I of the ADA requires an employer to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment or applicants for admissions as students or residents to one of the Health Science Center schools.

A qualified individual with a disability requesting accommodation must submit the appropriate request for accommodations under the Americans with Disabilities Act (ADA) as amended. Students, fellows and residents must submit a Student/Resident Request for Accommodation (http://www.eeo/ADAADAAA) under the American with Disabilities Act (ADA), form ADA-100, to the Executive Director, Academic, Faculty, Ombudsperson and ADA Compliance Office with a copy of the current job description (if appropriate).

The Executive Director, Academic, Faculty, Ombudsperson and ADA Compliance Office will determine if additional medical information is needed and will furnish the individual with any forms and/or
questionnaires necessary for the health care provider to complete. This individual will evaluate information to determine eligibility within the guidelines of ADA. The Executive Director, Academic, Faculty, Ombudsperson and ADA Compliance Office will then coordinate with the necessary institutional staff and the individual to identify the essential functions of the job or the program of study and determine whether there is an effective, reasonable accommodation that will enable the employee, student, fellow or resident to perform those essential functions (interactive process). The Executive Director, Academic, Faculty, Ombudsperson and ADA Compliance Office will follow-up on the individual’s status/progress on annual basis, or earlier as need arises.

Reasonable accommodations under the ADA are an ongoing process. At any point in time, the individual receiving the reasonable accommodation may request a reevaluation of their request from the Executive Director. At that point, the interactive process will be implemented in order to deal with any new requests and/or revisions to the initial requests.

The Executive Director, Academic, Faculty, Ombudsperson and ADA Compliance Office shall keep all medical-related information confidential and maintained separately from other personnel records. However, supervisors and managers may be advised of information necessary to make the determinations they are required to make in connection with a request for an accommodation. First aid and safety personnel may be informed, when appropriate if the disability might require emergency treatment, or if any specific procedures are needed in the case of fire or other evacuation. Government officials investigating compliance with the ADA may also be provided relevant information as requested.

Additional information can be found in the Handbook of Operating Procedures (HOP) (http://uthscsa.edu/hop2000/), Chapter 4, Section 4.2, Policy 4.2.3 (http://uthscsa.edu/hop2000/4.2.3.pdf).

**Sexual Misconduct Policy**

The Health Science Center is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. As defined in the Policy, sexual misconduct is broadly defined to encompass sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, stalking, and other inappropriate sexual conduct. Sexual misconduct, retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The Health Science Center will promptly discipline any individual or organization within its control who violates this Policy. The University encourages any student, faculty, staff or visitor to promptly report incidents and/or violations that could constitute violations of this Policy to the Title IX Coordinator.

Please see Section 4.2.2 “Sexual Misconduct Policy” (http://uthscsa.edu/hop2000/4-toc.aspx) of the Handbook of Operating Procedures for a more detailed explanation of the policy.

Inquiries about Title IX or to make a report contact:

Dr. John Kaulfus, Title IX Coordinator
Email: TitleIX@uthscsa.edu
Telephone: (210) 450-8131

Website: https://students.uthscsa.edu/titleix/
Address: UT Health San Antonio, ALTC B106
7703 Floyd Curl Drive- Mail Code 7720
San Antonio, TX 78229-3900

**Smoking Policy**

One mission of the Health Science Center is to promote public health. For this reason, all campus buildings and grounds of the University are smoke-free; smoking is not permitted outside buildings or anywhere inside buildings including private offices. University no smoking policies include electronic cigarettes, e-cigs, and similar products. No tobacco products will be sold on the campus either by the Health Science Center or outside vendors. By the nature of business of the Health Science Center, it is the responsibility of each individual employee to ensure that a healthy environment is provided by example and deed. Employee cooperation and support of this policy is essential to its success. The Handbook of Operating Procedures (http://uthscsa.edu/hop2000/) addresses these matters as well.

**Solicitation Policy**

Solicitation is defined as the sale, lease, rental or offer for sale, lease, rental of any property, product, merchandise, publication, or service, whether for immediate or future delivery; an oral statement or the distribution or display of printed material, merchandise, or products that is designed to encourage the purchase, use, or rental of any property, product, merchandise, publication, or service; the receipt of or request for any gift or contribution; or the request to support or oppose or to vote for or against a candidate, issue, or proposition appearing on the ballot at any election held pursuant to State or Federal law or local ordinances.

No solicitation, as defined above, shall be conducted on any property, street, or sidewalk, or in any building, structure, or facility owned or controlled by The University of Texas System or any of its institutions unless permitted by the Regents’ Rules and Regulations, Series 80103 (https://www.utsystem.edu/board-of-regents/rules/80103-solicitation/). Therefore, no solicitation shall be conducted on the campus of the Health Science Center with the following exceptions as defined in the Health Science Center Handbook of Operating Procedures, Policy 9.1.7 (http://uthscsa.edu/hop2000/9-toc.aspx):

1. Registered or sponsored student organizations may collect membership fees and admission for events and similar activities only if prior approval is obtained from the Vice President for Academic, Faculty and Student Affairs, the Chief Student Affairs Officer, or named designee and the required accounting for such activities is made to the Vice President for Academic, Faculty and Student Affairs or the Chief Student Affairs Officer.

2. Per the Regent’s Rules and Regulations, Series 80103, (Collection or Sales by a University Organization) the collection of contributions or the sale of merchandise, publications, food, or nonalcoholic beverages by the students’ association or by a sponsored or registered student, faculty, or staff organization. A students’ association or a registered or sponsored student, faculty, or staff organization may not conduct such solicitation activities on behalf of or for the benefit of any individual, association, organization, corporation, or group of individuals that is not registered as a student, faculty, or staff organization.

3. Major focus for fund-raising activities on the campus of the Health Science Center should be to generate funds for University programs and the State Employee Charitable Campaign (SECC). Requests by
other off-campus, non-profit 501(c)(3) organizations to conduct fund-
raising activities must be forwarded to the Vice President, the Chief
Development Officer, or named designee for review. Only the Health
Science Center Executive Committee may authorize such events.

Student Conduct and Discipline Policy

Each student is responsible for notice of and compliance with the
provisions of the Regents’ Rules and Regulations, Rule 50101 (https://
www.utsystem.edu/board-of-regents/rules/50101-student-conduct-
and-discipline/) and the rules of the Health Science Center (http://

All students are expected and required to obey federal, state, and
local laws, to comply with the Regents’ Rules and Regulations, Rule
50101, with The University of Texas System and institutional rules and
regulations, with directives issued by an administrative official of the
University of Texas System or the Health Science Center in the course
of his or her authorized duties, and to observe standards of conduct
appropriate for an academic institution.

UT Health students are expected to conduct themselves in a professional
manner, not only in interaction with patients, but also with peers, faculty,
and staff of the Health Science Center and the community in general.
In addition to conventional academic tests and measurement criteria
for assessment, students will be evaluated on issues relating to their
professional conduct/judgment according to the defined standards of
the school, program, and profession for which they are in training. The
specific professional discipline/school in which the student is enrolled
may have additional and more specific codes of conduct.

Students are expected to reply to all written
and electronic correspondence from university officials and are obligated
to meet with university officials when summoned. Failure to respond to
written or electronic correspondence or failure to meet with a university
official when directed may result in referral to the individuals program and
promotions board or an interim suspension until a meeting is scheduled.

Conduct matters under the scope of the academic and professional
standards of expectations as defined by the educational programs in
the schools will be adjudicated by the individual schools in which the
educational programs are housed. As such, the dean of each school
shall have the responsibility for the administration of discipline in cases
concerning academic dishonesty and professional misconduct, and
students will be held to the processes described in each school’s policy
on academic progression.

Conduct that results in suspension or expulsion from the Health
Science Center will be noted on the student’s academic transcript.
The designation for “Disciplinary Suspension” will be recorded on the
transcript with an effective date. The student may request it be removed
once conditions are met. The designation for “Expelled” along with
transcript with an effective date. The student may request it be removed
once conditions are met. The designation for “Expelled” along with
expunging of disciplinary record

Disciplinary records may be expunged by the Vice President of Academic,
Faculty and Student Affairs when a student who has a disciplinary record. Factors to be
considered in review of such petitions shall include:

- a. the person’s disciplinary record as a whole
- b. the conduct of the student subsequent to the violation
- c. the nature of the violation(s) and the severity of any damage,
injury, or harm resulting from it.

Disciplinary records retained for less than 120 days or designated as
“permanent” shall not be expunged without unusual and compelling
justification.
Expunged files will be so marked, shall not be kept with active disciplinary records, and shall not remain on the student’s disciplinary record.

Please see Section 14.1.1 “Procedures and Regulations Governing Student Conduct and Discipline” (http://uthscsa.edu/hop2000/14-toc.aspx) of the Handbook of Operating Procedures for a more detailed explanation of the policy.

Student Criminal Background Checks

As specified under the University Admissions Policy (p. 25), certain programs require students to submit to and satisfactorily complete a criminal background check as a condition of admission, re-admission and/or participation in education experiences. Accepted applicants and current students are responsible for the costs associated with obtaining criminal background checks. Students who refuse to submit to a background check or who do not pass the background check may be dismissed from the program.

Graduating students seeking professional certification and/or licensure to practice in the state of Texas may be denied employment opportunities based on unsatisfactory criminal background checks as determined by licensing agencies and employers.

Students seeking internships or employment as teachers in the state of Texas should be aware that many Texas school districts require applicants for student teaching or field experiences to undergo a criminal history background check prior to placement in the school district. School districts may deny placement of students with a criminal background. If a school district denies a placement for this reason, the student’s department may attempt to assist the student in obtaining a placement in an alternate district. Students should be aware, however, that if they are unable to obtain a placement they may not meet requirements for a teaching degree or teacher certification. Additionally, The Texas State Board for Educator Certification (SBEC) regulates the certification of educators to teach Texas public school children. Before an individual can be certified, SBEC must conduct a criminal background check to ensure an applicant’s suitability to interact with children. Working with the Texas Department of Public Safety (DPS), the agency conducts statewide criminal history background checks on all applicants for educator certification. Students pursuing educator preparation should be aware that some criminal histories may lead to the denial of certification as a teacher. Students may obtain additional information from SBEC.

Student Mistreatment Policy

Policy framework: UT Health strives to provide an educational environment that is safe, equitable, and hospitable so that learners have the opportunity to succeed in their academic and professional programs. To that end, mistreatment of students will not be tolerated. Mistreatment, intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and interferes with the learning process. Student mistreatment may take many forms, all of which impact student performance.

Examples of behavior that are unacceptable at the Health Science Center include:

- Disparaging or demeaning comments about an individual or group;
- Loss of personal civility including shouting, displays of temper, public or private abuse, belittling, or humiliation;
- Use of grading or other forms of evaluation in a punitive or retaliatory manner;
- Sending student on inappropriate errands.

Students should be able to access university officials to understand processes and procedures for resolution of their non-academic grievances.

Sexual harassment and assault, as well discrimination or harassment based on race, color, religion, sex, national origin, age, disability, citizenship, genetic information, veteran status, gender identity, or sexual orientation are also forms of student mistreatment. The procedures for reporting complaints of sexual harassment and assault or discrimination follow policies separate from the Student Mistreatment Policy. The Handbook of Operating Procedures, Section 4.2.1 defines UT Health’s Nondiscrimination Policy and Complaint Procedures (http://uthscsa.edu/hop2000/4-toc.aspx). The Handbook of Operating Procedures Section 4.2.2, Sexual Harassment and Sexual Misconduct Policy (http://uthscsa.edu/hop2000/4-toc.aspx), describes the process for filing complaints of sexual harassment and assault.

The Student Mistreatment Policy does not cover appeals of academic grades or appeals of decisions about academic progression, including academic dismissal. Students should avail themselves of the appropriate academic policies and procedures through their School if they have academic complaints.

Students who believe they have been mistreated under the framework of the Student Mistreatment Policy may report such perceptions to any of the following:

- Dean’s Designee - School’s Assistant/Associate Dean for Student Affairs
- The Health Science Center’s Office of Student Life Student Ombudsperson
- Executive Director of the Academic, Faculty and Ombudsperson and ADA Compliance Office
- Chief Student Affairs Officer & Title IX Director

Informal Grievance Resolution Process: These school and institutional representatives are empowered to informally discuss a student's perceptions related to mistreatment, providing guidance. If a student seeks advice from an institutional representative, the institutional representative should refer the student immediately to the student’s Assistant/Associate Dean for Student Affairs for further instructions.

A grievance involving perceived mistreatment can be resolved in an informal or a formal manner. A student pursuing an informal, nonacademic grievance resolution must contact the Assistant/Associate Dean for Student Affairs, in writing, within twenty (20) business days of the alleged incident. The written informal complaint must include a short description of the alleged incident, the expressed desire to handle the issue informally, and the date it occurred. (If the grievance involves staff, faculty, student(s) from the broader Health Science Center community, the Assistant/Associate Dean for Student Affairs will liaison with other appropriate authorities, as indicated.) The Assistant/Associate Dean for Student Affairs will assist the student in the informal resolution of the grievance, to be completed within twenty (20) days from receipt of the student’s written grievance. If an informal resolution is not achieved, the aggrieved student has an additional five (5) business days to file a formal written grievance.
Formal Grievance Resolution Process: A student may forego the informal resolution process and move directly to filing a formal academic grievance. To file a formal, nonacademic grievance the student must first contact the Assistant/Associate Dean for Student Affairs for a review of applicable policies and procedures. If the allegation is one of sexual harassment/assault, the Assistant/Associate Dean for Student Affairs will engage the Health Science Center’s Chief Student Affairs Officer & Title IX Director to follow the procedures described in HOP 4.2.2. If the allegation is one of discrimination, the Assistant/Associate Dean for Student Affairs will follow the procedures described in HOP 4.2.1.

The student must file a formal written grievance with the Assistant/Associate Dean for Student Affairs within twenty (20) business days from the alleged incident. If the student had sought an informal resolution and now wishes to submit a formal grievance, the student must file the formal written grievance no later than five (5) business days after the period of the informal grievance process.

The formal grievance must include a detailed description of the incident, the underlying reason for filing the formal grievance, and a proposed resolution, if possible. If the grievance involves/accuses Health Science Center students, faculty, staff, or employees, who are not members of the grievant’s school, the Assistant/Associate Dean for Student Affairs of the student’s School will facilitate engagement with appropriate advocacy/supervisory institutional authorities. Copies of the written grievance will be made available to named parties and the appropriate advocacy/supervisory institutional authorities. The Assistant/Associate Dean for Student Affairs (and appropriate institutional authorities noted above) may, at her/his discretion, hold discussions with or without the involved/acused individual(s) to hear and resolve the grievance, schedule a meeting between the student and the involved/acused individual(s) and/or involve other parties in facilitating a resolution of the grievance. The Assistant/Associate Dean for Student Affairs has twenty (20) business days from receipt of the formal written grievance to resolve the grievance and will provide the aggrieved student a written summary of resolution.

If the aggrieved student is dissatisfied with the resolution, he/she may file a formal written appeal with the School’s Dean within five (5) business days of the decision. The decision of the School Dean is final. The School Dean has twenty (20) business days to provide a written decision to the student and to the School’s Assistant/Associate Dean for Student Affairs.

The Dean’s decision regarding the merits of the grievance and its resolution are final. If the student alleges that institutional policies were not followed, the student may appeal at the institutional level only if the student alleges he/she was not afforded due process.

Appeals on the basis of procedure violations only are submitted to the to the Vice President for Academic, Faculty and Student Affairs, or the Vice President’s designee, within five (5) business days of receipt of the Dean’s decision pertaining to the non-academic grievance.

Student Right-To-Know Act and Campus Security Act

Your Right to Know

The Jeanne Clery Act is the landmark federal law that requires colleges and universities to disclose information about crime on and around their campus. The “Clery Act” is named in memory of a 19-year-old Lehigh University freshman named Jeanne Ann Clery, who was sexually assaulted and murdered in her residence hall room on April 5, 1986.

The Health Science Center is committed to assisting the Health Science Center community in providing for its own safety and security. Information regarding campus security, personal safety, crime prevention, university police law enforcement authority, crime reporting policies, crime statistics for the most recent three-year period, and disciplinary procedures is available on the Health Science Center Police Department (http://www.uthscsa.edu/police/home/) website.

If you would like a paper copy of this information, you may contact the crime prevention office at 210-567-2800.

Crime Statistics

The University Police Department compiles statistics of crimes occurring on the campus. Reports of these statistics are forwarded to The Office of the Director of Police of The University of Texas System, to the Texas Department of Public Safety, and to the Federal Bureau of Investigation. Statistics are provided to meet compliance requirements established in the Clery Act. Persons with questions about the information may contact the Chief of Police at (210) 450-8382. Information is available upon request.

Crime Reporting

Numerous efforts are made to advise members of the campus community about campus crime and crime-related problems.

1. Annual Report: A comprehensive annual report of crime-related information is compiled, published, and made available for distribution. This report is available to the media and any member of the campus community or members of their immediate family.
2. Special Crime Alerts: If circumstances warrant, special crime bulletins can be printed and distributed throughout the campus.
3. Emergency Notifications/Timely Warnings: When crimes occur on or near the campus property that pose a continuing threat to the safety or health of the campus community, immediate notifications will be made utilizing the HSC Alert text message notification system.
4. Electronic Mail: In extreme situations, crime bulletins can be prepared and disseminated, utilizing the campus electronic mail system.

DEFINITION OF TERMS

Campus

“(i) any building or property owned or controlled by the institution of higher education within the same reasonable contiguous geographic area and used by the institution in direct support of, or related to its educational purposes; or (ii) any building or property owned or controlled by student organizations recognized by the institution.”

Contained herein, “campus” and/or “The University of Texas Health Science Center at San Antonio” refers to the Health Science Center and the 8403 Floyd Curl Campus, inclusive.

Branch campuses, schools, or divisions that are not within a reasonable contiguous geographic area are considered separate campuses for the reporting requirements.

In most cases, fraternity, sorority, and other organizational housing units will be considered part of the campus regardless of location and ownership. Other areas that may be included are recreation/camp sites, research facilities, teaching hospitals, and foreign campuses.

Crimes

While not defined in the law, the National Association of Student Personnel Administrators, Inc. (NASPA) suggests that a crime is
“reported” when a campus police officer investigating an incident determines that a crime has occurred or a local police agency notifies a component that it has documented a report of a criminal offense that has occurred “on campus” as defined by this Act.

For the purposes of the Act, the offenses for which statistics must be reported are to be defined in accordance with the FBI’s Uniform Crime Report (UCR) system, as modified by the Hate Crimes Statistics Act.

**Arrest**

“A person is arrested when he/she has actually been placed under restraint or taken into custody by an officer or person executing a warrant of arrest, or by an officer or person arresting without a warrant.” Article 15.22, Texas Code of Criminal Procedure (located under “Texas Statutes”).

**Student**

While not defined in the law, for this policy, all persons who are registered during the current semester, on a leave of absence, or in a break in enrollment may be considered “students.”

**Employees**

Full-time and part-time employees of the component with regularly scheduled hours of employment should be considered “employees.”

**False Alarms and False Reports**

Under House Bill 1284 ([http://www.capitol.state.tx.us/tlodocs/83R/billtext/pdf/HB01284F.pdf#navpanes=0](http://www.capitol.state.tx.us/tlodocs/83R/billtext/pdf/HB01284F.pdf#navpanes=0)), students must be made aware that making a false alarm or report of an emergency involving the Health Science Center is a state jail felony, and students committing such an offense may be penalized accordingly under Section 42.06 of the Penal Code.

**Security Awareness and Crime Prevention/Community Policing Programs**

Preventing crimes from occurring, rather than reacting after the fact, is the philosophy of Health Science Center. A primary vehicle for accomplishing this goal is the University Police Department's comprehensive crime prevention program. It is based upon the dual concepts of eliminating or minimizing criminal opportunities, whenever possible, and encouraging students and employees to share the responsibility for their own security and that of others around them.

Below is a listing of crime prevention programs and projects supported and employed by the Health Science Center.

1. **Emergency Intercom System:** All emergency telephones and intercoms (interior, exterior, late-entry doors, and elevators) throughout the campuses are directly linked to the University Police Department Communications Center. Once activated they must be deactivated by a University Police officer, Public Safety Officers, or communications officer.

2. **Closed-Circuit Television. Surveillance:** Numerous closed-circuit television cameras are employed throughout the campuses, including parking lots and public areas, and are monitored by the University Police Department.

3. **Electronic Security Alarm Systems:** A sophisticated computer-based electronic monitoring system located at the University Police Department Communications Center monitors a comprehensive network of intrusion detection and duress alarm systems.

4. **Crime Prevention Presentations:** Numerous crime prevention presentations are made annually to campus faculty, staff, and students.

5. **Printed Crime Prevention Materials:** Printed crime prevention brochures, posters, and newsletters related to theft prevention, motor vehicle security, bicycle security, personal security, and escort security are widely distributed at crime prevention presentations and made available at the University Police Building.

6. **Daily Crime Logs:** The University Police Department maintains a Daily Crime Log for incidents within the most recent 60 day period, the daily crime is available on the university police website, or can be viewed and have a copy made at the university police department.

7. **Operation Identification:** The engraving of driver's license numbers or other owner-recognized numbers on items of value and the cataloging of these items is an ongoing program.

8. **Sexual Assault Awareness, Education, and Prevention:** Programs are presented throughout the year to the campus community. This includes RAD (Rape Aggression Defense) courses.

9. **Security Surveys:** Comprehensive security surveys or audits are made for a number of campus departments and facilities each year.

10. **Facilities Surveys:** Comprehensive annual surveys of exterior lighting, doors, and grounds are conducted by the University Police Department’s crime prevention specialists.

11. **Architectural Design:** Crime prevention specialists of the University Police Department make significant input into the design of all new and renovated campus facilities as it relates to physical and electronic security systems.

12. **Key Control:** The University Police Department is the custodian of all campus building interior and exterior door keys/cardkeys. Cores are not changed and keys are not issued except in those instances that conform to established university policy.

13. **Area Crime Analysis:** On a quarterly basis, a report is compiled using the information furnished by the San Antonio Police Department and Bexar County Sheriff's Department, which reflect all Part I Crime occurring within a one-mile radius of the main campus as well as satellite locations. This information is available to campus community members upon request.

14. **Shuttle Service:** The Shuttle Bus Service operates an East and West route between 7703 and 8403 Floyd Curl Drive campuses. The shuttle buses can seat 32 passengers and are compliant with the Americans with Disabilities Act. No off-route or non-scheduled stops will be made. Riders should have their student or employee identification card available to be shown, upon request, to the officer driving the bus. For shuttle schedules, visit the Health Science Center Police website ([https://www.uthscsa.edu/police/shuttle-bus/](https://www.uthscsa.edu/police/shuttle-bus/)).

**HSC Alert and Emergency Information**

**Important Numbers**

**Emergencies**

911 (from a campus “land line” phone = UT Police)

911 (from a cell phone on campus = San Antonio Police.)

**24-hour Message**

210-567-7669 (567-SNOW)

**Buildings/Utilities**
The Health Science Center sponsors numerous off-campus activities involving students. In order to effectively manage these activities while minimizing institutional liability risks, this student travel policy must be followed.

**STUDENT TRAVEL**

In accordance with Texas Education Code Section 51.950 (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51950), student travel is defined as follows:

The trip is undertaken by one or more currently enrolled students to reach an activity or event that meets all of the following criteria:

1. An activity or event organized and sponsored by the Health Science Center. The event shall be planned and funded by the institution and approved by a designated administrator.
2. The activity or event is located more than 25 miles from Health Science Center campuses.
3. Travel to the activity or event is funded and undertaken using a vehicle owned or leased by the Health Science Center, or attendance at the activity or event is required by a registered student organization and has prior written approval by the Appropriate Institutional Officer.

**DESIGNATED ADMINISTRATOR (DA)**
The designated administrator shall be the respective Associate Dean of Student Affairs of each school.

**APPROPRIATE INSTITUTIONAL OFFICER (AIO)**
For purposes of this policy, any Health Science Center employee overseeing the off campus activity shall be identified as the Appropriate Institutional Officer (AIO). The AIO is responsible for compliance of this policy.

**UNIVERSITY PROCEDURE**

**Appropriate Institutional Officer (AIO)**
At least one AIO must accompany students on any off-campus activity. AIO is responsible for knowing the University Standard of Conduct and policies as outlined in this document. AIO must make clear to all participants the consequences or non-compliance, and the AIO must take appropriate action when aware that participants are in violation. All AIOs are trained regarding the sexual harassment policy and ADA guidelines.

**Assessment**
AIOs shall assess all health and safety conditions for each activity and all information shall be provided for prospective participants so the participants can make informed decisions concerning preparation, participation and behavior while on the trip.

**Trip Participation Forms**
Each participant or the participant’s parent/guardian in the case of a minor must complete, sign and return the Student Travel Information and Release Form (http://33hu841nxtz3q9wwt3fihfao-wpengine.netdna-ssl.com/studentlife/wp-content/uploads/sites/3/2014/01/student_release.pdf) to the AIO prior to the trip. The AIO is responsible for maintaining these records in a manner that ensures timely access to the medical information for each participant in case of an accident or health-related emergency. The AIO shall also complete a Student Travel Authorization form (http://33hu841nxtz3q9wwt3fihfao-wpengine.netdna-ssl.com/studentlife/wp-content/uploads/sites/3/2014/01/student_travel.pdf) and submit copies to the respective DA (Associate Dean of Student Affairs) and University Police prior to each trip.
Medical Insurance
All enrolled Health Science Center students are required by State Law to have continuous medical insurance coverage, including international students. A copy of the student’s proof of insurance shall be attached to the Student Travel Information and Release Form.

Weapons, Illegal Substances and Alcohol
Use, possession or transporting of weapons, illegal substances and/or alcohol is forbidden while on a University sponsored trip.

University Owned Vehicles/Rental Vehicles/Commercial Carriers
All operators of University owned or leased vehicles shall be employees of Health Science Center who must be trained as required by law to drive the vehicles and have valid operators’ licenses to drive the vehicle that will be used.

In addition, operators shall have a current “Motor Vehicle Record” on file with the individual department’s personnel administrator. All operators of motor vehicles shall comply with all laws, regulations, and posted signs regarding speed and traffic control and shall not operate the vehicle for a continuous period that is longer than the maximum provided by federal or state law or regulations or guidelines promulgated by the Health Science Center, whichever is lower, without scheduled rest stops or overnight stops. There should be no driving between the hours of 11:00 p.m. and 6:00 a.m. without prior approval of the AIO.

When rental cars are used, the same policy applies and all applicable requirements of the state contracts for rental cars and the University of Texas System Business Procedure Memoranda apply.

All Health Science Center owned or leased motor vehicles must have current proofs of liability insurance coverage and state inspection certification, be equipped with all safety devices or equipment required by federal or state law or regulation, and comply with all other applicable requirements of federal or state law or regulations.

In addition, all Health Science Center owned or leased vehicles must have scheduled periodic service and maintenance by qualified persons and comply with all applicable requirements of the University of Texas System Business Procedure Memoranda.

All occupants or motor vehicles shall use seat belts or other approved safety restraint devices required by law or regulation at all times when the vehicle is in operation.

The total number of passengers in any vehicle at any time it is in operation shall not exceed the manufacturer’s recommended capacity or the number specified in applicable federal or state law or regulations, whichever is lower. In addition, when the luggage load is excessive, it is highly recommended the passenger load be reduced accordingly. The weight of the passengers and luggage should be distributed evenly throughout the vehicle.

When commercial carriers are used, the same policies apply and all participants shall observe the carrier’s safety guidelines.

Emergency Procedures
All AIOs are to follow the predetermined emergency notification procedures while on trips.

Monitoring
When any incident relating to students occurs on the trip, the AIOs are to notify the supervisors as soon as possible, and the supervisors shall notify the respective DA (Associate Dean of Student Affairs). Following the trip a report shall be submitted by the AIO’s to the respective DA (Associate Dean of Student Affairs) documenting the incident so appropriate actions could be taken.

Side Trips/Early and Late Departures
Students traveling on institutionally-approved trips must arrive at and depart the site at the same time as the AIOs unless prior approvals are given by the AIOs for special circumstances. Side trips from the predetermined itineraries are at the discretion of the AIOs.

Student Organization Travel
If a proposed trip is organized solely for a student organization, an officer of the student organization will need to submit the Student Travel Authorization (http://33hu841nxtz3q9wtt3fihfao-wpengine.netdna-ssl.com/studentlife/wp-content/uploads/sites/3/2014/01/student_travel.pdf) form to the Office of Student Life (OSL) no less than one month prior to the scheduled trip.

If the trip is approved by the OSL, the student organization will also need to complete the following steps:

Due at least 2 weeks prior to departure:

• Student Travel Information and Release Form
• Provide the OSL with emergency contact information.
• Provide the OSL with a full travel itinerary.

Due 1 week prior to departure:

• Register with the State Department through the Smart Traveler Enrollment Program (https://step.state.gov/step/).

International Travel
Students participating in an education abroad program, (examples: credit bearing, experiential/training related, or “Service Learning” Programs) that are delivered by, in association with, or under the auspices of the University, must review and adhere to the Education Abroad Policy (http://uthscsa.edu/hop2000/15.3.1.pdf). Consultation with the Office of International Services (https://wp.uthscsa.edu/ois/education-abroad/) (OIS) is required by all student participants, and students must complete the required application and documentation, including permission from the respective office of the Dean, via TerraDotta, OIS’ online database, by the indicated deadlines.

NOTE: Travel to countries and/or regions within countries with a U.S. Department of State Level 3 or 4 Travel Advisory, or where the IOC has deemed significant health, safety, or security risks to be present, require approval by the International Oversight Committee (IOC). This form must be completed and submitted at least 30 days prior to the departure date for consideration. Please contact OIS for more information and for the appropriate documentation.
Unauthorized Distribution of Copyright Material


Details of the UT System and university policies regarding use of copyrighted materials may be found in the Handbook of Operating Procedures (http://uthscsa.edu/hop2000/). For additional information, check the UT System's Office of General Counsel home page (https://www.utsystem.edu/offices/general-counsel/office-general-counsel/).

Software Copyrights

Software piracy is a very serious issue. The following standards apply at the Health Science Center:

1. All software should be used only in accordance with the applicable software license agreements.
2. No faculty, staff, or student should make any unauthorized copies of any software under any circumstances.
3. The use of unauthorized copies of software on any university-owned equipment will not be tolerated.

It is not right to illegally copy software or to use illegal software. In addition to possible legal action by the holder of software copyrights, any faculty, staff, and/or student engaging in software piracy will be subject to university discipline up to and including termination.

If you are aware of any software misuse or infringement of copyright laws, notify the head of your department or the Office of Internal Audit and Consulting Services (http://uthscsa.edu/internalaudit/) immediately.

Vehicles on Campus

University Police Department is responsible for enforcing Parking and Traffic Regulations that have been established by the President pursuant to the Rules and Regulations of the Board of Regents of the UT System, Rule 80109, as well as enforcement of Texas vehicle inspection laws for vehicles parking or driving on campus. Additional information regarding parking guidelines, including locations and permit information for disabled veterans may be found on the Police Department website (http://www.uthscsa.edu/sites/default/files/police/parkingtrafficregs.pdf).
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NON-DEGREE PROGRAMS

The University of Texas Health Science Center at San Antonio (HSC) does not offer formal non-degree programs. However, individuals may seek to enroll as non-degree seeking students in order to audit approved courses. These individuals should contact the appropriate school or academic department (http://www.uthscsa.edu/schools_roster.shtml/) to inquire about such opportunities.

Individuals should further note that non-degree-seeking students are ineligible to qualify for financial aid, although payment installments may be arranged through the Office of the Bursar (http://www.uthscsa.edu/business/bursar/) for the amount of tuition and fees owed.
ARCHIVES

Copies of previous UT Health San Antonio catalogs can be found on the Office of the University Registrar website (http://students.uthscsa.edu/registrar/2013/04/catalog-and-course-descriptions/).
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GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

Mission Statement

The Graduate School of Biomedical Sciences provides an individualized, diverse and multidisciplinary learning environment for students to develop the knowledge, skills and creativity necessary to succeed in evolving biomedical disciplines.

Graduate Programs

The Graduate School of Biomedical Sciences (GSBS) was established in 1972 and currently hosts doctoral programs in Biomedical Engineering, Health Sciences, Integrated Biomedical Sciences (IBMS), Nursing Science, Radiological Sciences and Translational Science. A Professional Doctorate in Medical Physics and Master's degrees in Cell Systems and Anatomy, Clinical Investigation and Translational Science, Biomedical Engineering, Dental Hygiene, Dental Science, Immunology and Infection, Medical Health Physics, and Personalized Molecular Medicine are offered. Certificates in Biomedical Data Science (pending SACSCOC approval), Cancer Prevention (CCP), Pre-Professional (PP), and Translational Science (CTS) are also offered.

The graduate programs leading to the Doctor of Philosophy degree in Nursing Science and the Doctor of Philosophy degree in Health Sciences are conducted by the faculty of the UT Health San Antonio's School of Nursing and School of Health Professions respectively and administered through the Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/). The Master of Science and Doctoral Programs in Biomedical Engineering are jointly offered by the Graduate Programs of Biomedical Sciences at the UT Health San Antonio and the Graduate School at The University of Texas at San Antonio (UT-SA) (http://graduateschool.utsa.edu/). The Translational Science Ph.D. (TS Ph.D.) program is a unique interdisciplinary, joint doctoral degree program involving four UT Institutions: The University of Texas at San Antonio, The University of Texas at Austin, The University of Texas School of Public Health, San Antonio Regional Campus and the UT Health San Antonio. A Master's program in Clinical Investigation and Translational Science is designed for graduate students and health care professionals interested in the design and conduct of clinical studies. Certificates in Cancer Prevention and in Translational Science are administered through the Master's program in Clinical Investigation and Translational Science. The Master's degree programs in Dental Science and Dental Hygiene are offered under the joint auspices of the University's School of Dentistry and the Graduate School of Biomedical Sciences. A new Pre-Professional certificate will provide opportunities for students to enhance their competitiveness when applying to medical school, and a new certificate in biomedical data science (pending SACSCOC approval) will address the ongoing explosion of biomedical data, such as Electronic Health/Medical Records, to improve our understanding of the mechanisms of disease and ultimately improve health care.

These academic programs offered by the Graduate School of Biomedical Sciences are designed to provide a fundamental foundation of knowledge and scientific inquiry and enable the Graduate School of Biomedical Sciences to assert its primary objective of educating students committed to the advancement of knowledge in contemporary areas of the biomedical sciences. Our educational and research faculty are housed in all five schools of UT Health San Antonio (http://www.uthscsa.edu/). A compelling aspect of graduate education in a health science center is the opportunity for graduate students to interface with health professionals with diverse technological and conceptual capabilities and perspectives in the biomedical sciences. These programs provide opportunities for graduate students to become competent in a specialized field, to attain excellence in the conduct of research, and to gain an understanding of the interdisciplinary nature of biomedical sciences. Our graduate programs are offered in a prominent academic health science center and provide an environment where scientific inquiry can synergize with the healing professions to guide our science in seeking solutions to even the most vexing biomedical issues plaguing mankind. Detailed information about these graduate programs is provided in this Catalog.

The proof of accomplishment or enduring value of any educational process is evidenced in the demonstrated productivity and academic achievement of the graduates of the program. Without question, the doctoral and masters programs of the Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/) have, during the past four decades, achieved outstanding success in their educational mission of preparing professional scientists who function well in academic, industrial, and government sectors.

There is a diversity of talent, but also a unity of purpose in teaching and mentoring students in an exciting array of interdisciplinary and discipline-based fields of study and research.

Non-Degree Program

An individual who wishes to enroll in courses in the Graduate School of Biomedical Sciences without entering a formal degree program must apply for admission as a non-degree student. The basic requirements for such admission are the same as those for degree-seeking students except letters of recommendation and GRE scores are not required. Non-degree applicants are also required to provide authorization for a security background and sanction check to be performed at the time of admission.

A non-degree student must receive approval of registration each semester by the Dean of the Graduate School and by the instructor of each course. The student must maintain a grade point average of at least a B (3.0 on a 4.0 scale) in courses taken as a non-degree student. Non-degree students can register for a maximum course load of twelve semester hours in any given academic year. In general, a student may not maintain non-degree status for more than four consecutive semesters.

All grades received as a non-degree student will be included in the graduate student's transcript and in computation of the cumulative GPA. If the student is subsequently admitted to a graduate program, under special circumstances, such as the computation of the GPA to determine academic probation, the Dean may grant exceptions to this policy. The grading policy for non-degree students are the same as those for degree-seeking students.

International students currently residing abroad should consult with the Office of International Services prior to applying for the non-degree program. Only degree-seeking applicants are eligible to apply for a student visa status.

Committees on Graduate Studies (COGS)

Each program is supervised by a Committee on Graduate Studies (COGS) composed of members of the graduate faculty of that program. The COGS is responsible for establishing admission requirements specific to the program, recommending approval or denial of admission of applicants to the program, overseeing academic curricula, monitoring its
students' academic progress in didactic and research activities, attesting eligibility for admission to candidacy for a degree, and verifying to the Graduate Faculty Council that the student has fulfilled all requirements for the awarding of the degree. Each graduate program shall have the primary responsibility for the conduct and administration of the program including the appointment of the COGS Chair, the administrative head of the program. The COGS Chair is the voting representative of the program on the Graduate Faculty Council and serves as the liaison officer between the COGS and the Graduate School Dean's Office on all matters pertaining to academic and student affairs. Once the COGS Chair is selected, the Graduate School Dean's Office must be notified via an official memorandum of the decision within one week.

In several graduate programs, a single graduate faculty member serves as both COGS Chair and Graduate Advisor. The graduate advisor serves as a counselor on academic matters and monitors the student's progress in (a) successfully completing contingencies of admission and course requirements of the program, and (b) selecting an area of research specialization.

The Graduate Faculty Council has the responsibility to establish and maintain policies and regulations on matters of graduate education common to all programs administered by the Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/). These include such matters as general academic requirements for admission to graduate study and advancement to candidacy, for continuation of studies, and awarding of degrees; standards of student professional conduct; grading systems; graduate program review; and criteria for thesis and dissertation research, supervision of research, and defense of research. Each COGS is responsible to the Graduate Faculty Council and submits recommendations on various graduate program matters, including the submission of degrees, to the Council for review and vote for approval.

The Dean of the Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/) is the administrative head of the graduate programs and serves as the Chair of the Graduate Faculty Council. Ex-officio nonvoting members of the Council include the Dean, the Associate Dean(s) of the Graduate School, the Assistant Dean(s) of the Graduate School, the Registrar, and one student representative elected by the Graduate Student Association. The voting members of the Council consist of the COGS chairs of each graduate program.

**Graduate School of Biomedical Sciences Policies and Procedures**

**Requirements and Procedures**

A student enrolled in the Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/) is subject to all established requirements and regulations of the UT Health San Antonio, the Graduate School, and the respective graduate programs. Exceptions to these rules and issues not covered by previously determined guidelines will be decided by the Graduate Faculty Council.

**Attendance**

Attendance requirements for regularly scheduled classes, laboratories, and clinic periods are the option and prerogative of the course instructor for that particular portion of the curriculum. The policy regarding attendance for each course is contained with the syllabus for the course and is discussed by the instructor at the first meeting.

Unexcused absences in courses in which attendance is required may be considered sufficient cause for failure. Excused absences may be granted by the course director in such cases as illness, personal emergency, or religious reasons. Such leaves are considered on an individual basis, and verification of the reason for the absence may be required. It is the responsibility of the student to take the initiative in arranging with the faculty to make up work that is missed or may be specified in the course syllabus.

For student employees, refer to policy 4.3.5 in the Handbook of Operating Procedures (http://uthscsa.edu/hop2000/4-toc.aspx) for guidance on work-related attendance policies.

**Course Syllabus Policy**

All course instructors must provide a course syllabus to students and comply with the following:

1. All course syllabi must be posted online in the course's learning management system and in the syllabus depot located on the Graduate School of Biomedical Sciences web page.
2. Course syllabi must be made available to students online on the day web registration begins, but no later than the first class meeting of the semester. After the first class, no changes can be made to the syllabus except for changes to logistical information. If the logistical information is changed, the updated syllabus must be posted within 48 hours so that it remains current.
3. The academic content of a course syllabus remains within the purview of each individual instructor, subject to the program's curricular needs. However, at a minimum, the following elements must be included in each course syllabus:
   - the course number and name
   - the instructor's name and contact information (including email address)
   - the instructor's official office hours and location
   - the course's learning objectives
   - the course prerequisites (if required)
   - define whether the course is repeatable or non-repeatable
   - a detailed grading scheme, including types of exams/assignments and their weight in determining the final grade
   - a schedule of assignments and exams
   - the textbook, reading assignments and/or reading list
   - the course policies the instructor wishes to impose, such as attendance policies, class participation expectations, late assignment policies, etc.

4. The following Health Science Center policy statements:

**REQUESTS FOR ACCOMMODATIONS FOR DISABILITIES**

In accordance with the Handbook of Operating Procedures (http://uthscsa.edu/hop2000/4-toc.aspx) policy 4.2.3, Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA), any student requesting accommodation must submit the appropriate request for accommodation under the American with
Disabilities Act (ADA, form 100) to his/her appropriate Associate Dean of Student Affairs of their School and a copy to the ADA Coordinator.

ACADEMIC INTEGRITY AND PROFESSIONALISM
The Graduate School of Biomedical Sciences expects all students to exhibit the highest standards of conduct, honesty, and professionalism. Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT system Rules and Regulations of the Board of Regents. Academic dishonesty is any activity that undermines the academic integrity of the institution, which includes but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets, for another student, and any act designed to give unfair advantage to a student or attempt to commit such an act. Policies of academic misconduct apply to all course, department, school, and university-related activities including conferences and off-campus performances as well as research work (including lab experiments, data collection, analyses, and publications). All cases of academic misconduct must be reported to the Graduate School of Biomedical Sciences (GSBS) Dean’s Office who will assess the seriousness of the violation and determine the nature of the penalty required.

Residence Required for Graduation
Each doctoral student must spend a minimum of two full semesters, or the equivalent, as a full-time student in residence at the UT Health San Antonio Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/). The residence requirement is based on the premise that the scholarship and proficiency necessary for the achievement of a graduate degree in the biomedical sciences are best acquired through endeavors devoted wholly to study and research in the university environment. A candidate for the Ph.D. degree must be registered in the dissertation course for at least two terms. A candidate for the M.S. degree must be registered in the thesis course for at least one term (which can be done via distance education).

Time Limits
The median time for completion of the M.S. degree and the Ph.D. degree in the Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/) is 3 years and 5.3 years, respectively. The time to degree for the Doctorate in Medical Physics (DMP) program is 4 years.

Ph.D. Degree: Each program has a written policy on time-to-degree (Plan of Study) that will guide the student. Coursework or major examinations taken more than six years prior to the end of the candidate’s final semester may not be accepted for credit and, if necessary for the degree, must be repeated or specifically approved by the Committee on Graduate Studies (COGS).

M.S. Degree: Each program has a written policy on time-to-degree (Plan of Study) that will guide the student. The same six year maximum for coursework or major exams will apply to M.S. candidates.

Credit Hour Requirements
A minimum of 33% of the total semester credit hours taken for an M.S. or Ph.D. degree must be earned at the Health Science Center (http://www.uthscsa.edu/). Specific curricula requirements vary depending on individual programs.

D.M.P. Degree: A minimum of 98 semester credit hours is required for the DMP degree.

Ph.D. Degree: A minimum of 72* semester credit hours is required for the Ph.D. and the Ph.D. component of the dual degree programs. Doctoral students are required to demonstrate intellectual command of the subject area of the graduate program and capability to carry out independent and original investigation in the area. The specific curriculum requirements of each graduate program are defined in the individual programs. The curriculum of each student is supervised by the appropriate COGS.

M.S. Degree: A minimum of 30* semester credit hours is required for the M.S. degree. The student must successfully complete at least 12 semester credit hours of coursework in addition to credit hours awarded in Research, Thesis, and Seminar. All work for the M.S. degree is ordinarily done at the Health Science Center’s Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/).

A maximum of six semester hours of graduate course work from another institution may be applied for credit toward the Master of Science degree, but only with the approval of the COGS in the student’s program. In cases where such credit is approved, the student must still meet the residence requirement for two full semesters. For students participating in a dual degree program, usually six semester hours in the medical or dental curriculum may be credited toward the M.S. degree. As a rule, these semester hours will come from survey courses in the student’s major area. Students in the doctoral Nursing Science Program should consult the Transfer of Credit policies under the Program Policies for the Doctor of Philosophy in Nursing Program (http://catalog.uthscsa.edu/biomedicalsciences/nursingscience/). Students in the doctoral Health Sciences Program should consult the Transfer of Credit policies under the Program Policies for the Doctor of Philosophy in Health Science Program.

*Some programs may require additional hours

Background Checks
Background checks are required prior to matriculation. Any events that occur after the initial background check that might affect the student’s status in the program must be reported to the program immediately. Students are required to comply with additional requests for background checks at any time during their course of study. Students may be responsible for the cost and fees of any/all required background checks.

Transfer of Credit
Credit for coursework taken at another institution may be transferred if the student submits a Course Waiver/Substitution Request Form available in the Office of the University Registrar. The same procedure should also be used to request transfer of credit from other schools within the UT Health San Antonio (http://www.uthscsa.edu/). The transfer of credit is subject to approval by the COGS of the program in which the student is enrolled and by the Dean or the Dean’s designee.

Students in M.S. programs may apply no more than 6 semester hours of transferred credit toward satisfaction of the 30* semester credit hours required for the degree. However, the request form should list all courses taken elsewhere, which are approved by the COGS to satisfy the course requirements for the M.S. degree set forth by the program in which the student is enrolled.
Students in Ph.D. programs are required to fulfill a minimum of 72* semester credit hours of coursework, and students in the DMP program are required to fulfill a minimum of 98 semester credit hours. Transfer of credit for Ph.D. students may be requested to provide evidence on the student's transcript of the completion of courses taken elsewhere which are approved by the COGS (1) to satisfy the course requirements for the Ph.D. degree or (2) to be appropriate to the specific course of study of the individual graduate student.

*Some programs may require additional hours.

Waiver of Courses: With the approval of the COGS, graduate credit hours from other universities may be accepted in lieu of required courses. In addition, the COGS may waive certain required courses, based on the student's previous graduate course work. These hours will be accepted in the form of credit for the course material rather than by application of credit hours directly to the student's transcript.

Foreign Language Requirement

Proficiency in a foreign language is not a requirement for either the M.S. or Ph.D. degree.

Ethics Course Requirement

All doctoral students must take the course TSCI 5070 Responsible Conduct of Research or its equivalent, as a requirement for graduation. Students enrolled in the Nursing Science Ph.D., Health Sciences Ph.D., and Doctorate of Medical Physics programs will complete the equivalent coursework to fulfill this requirement. See the respective program's degree requirements for further information. Master of Science students are strongly encouraged to take the TSCI 5070, but it is not a requirement for graduation.

Supervised Teaching

Each graduate program will decide if supervised teaching is required for a doctoral degree in its respective program. If supervised teaching is required, the student must enroll in a program-designated teaching course for a minimum of one semester credit and receive a grade of S (Satisfactory) or H (Honors). BME students are required to enroll in one semester credit hour of supervised teaching. UTSA offers a supervised teaching course, in which students will receive a letter grade.

Student Employment

Full-time doctoral students are strongly counseled against accepting any outside employment. Before seeking outside employment, graduate students are urged to discuss their plans with their faculty advisor.

Full-time graduate students may be awarded stipends as teaching assistants (TAs) or graduate research assistants (GRAs) when funds are available. Student stipends funded from federal sources are governed by federal regulations. Full-time students who are GRAs or TAs are discouraged from taking employment; as stipends serve as scholarships to meet financial need.

There may be circumstances under which part-time graduate student's desire gainful employment within the UT Health San Antonio (http://www.uthscsa.edu/) (or full-time employees desire to pursue part-time graduate studies), and the following guidelines should apply:

When funds are available, part-time graduate students who are gainfully employed part-time within the UT Health San Antonio in addition to pursuing graduate studies may be paid prorated rates within salary scales of job classification for which they are qualified and/or to which they are assigned. This procedure is permitted primarily to allow gainful part-time employment in an area unrelated to the student's formal academic program. The COGS should be consulted in advance when a part-time student desires part-time employment within the student's own supervising department, or when the student is employed in a work situation that exists whereby the employment will be of direct benefit in meeting the graduate degree requirements. The COGS should then recommend an appropriate part-time rate of pay consistent with the objectives of the graduate program in general with due consideration to the pay rates of other graduate students. Departments requesting employment of a part-time graduate student outside the supervising department (and in an area unrelated to the student's academic program) should determine the number of hours for which the student is registered prior to contacting the Office of Human Resources regarding appointment of such students. This will enable the Office of Human Resources (https://wp.uthscsa.edu/careers/) to provide proper salary rate information.

The present policy permits an employee to enroll in a 3-semester credit hour course without reduction in pay.

Records

Registration

The Office of the University Registrar (http://students.uthscsa.edu/registrar/) will announce and provide the registration process to all students, COGS Chairs, Departmental Chairs, and their assistants prior to the start of each semester. For individual registration concerns, students should confer with the program's COGS Chair.

A student must register each semester that he or she is enrolled in a course. This includes courses in Research, Thesis, and Dissertation. No student can receive credit for a course for which he or she has not registered.

Consequences for Non-Payment of Tuition and Fees

In graduate programs where students are responsible for paying their own tuition and fees, payment must be made by the census date of each semester (which is always the 12th class day). The fall semester has two official start dates for new students, and thus, two census dates are listed on the school's official Academic Calendar. Students should refer to the Academic Calendar to determine their census date based on their start date. Consequences of non-payment of tuition and fees are listed below. International students who fail to pay tuition by the census date must also contact the Office of International Services (http://www.uthscsa.edu/ois/).

Failure to pay tuition will result in the following:

• Discontinued enrollment in the graduate program
• Termination from the program with loss of pay, benefits, and privileges.
• Necessity to re-apply for admission for the following semester.
• Barred from readmission for the current semester.
• Initiation of loan repayments (if applicable).
• Potential loss of visa status and possible deportation for international students.
• Withholding of a student's official transcript.
• Withholding of a diploma to which a student would otherwise be entitled.

**Waiver of Fitness Fee:** Graduate students enrolled at the Health Science Center are required to pay a fitness fee. Only students enrolled in 100% online programs may submit a petition to waive the fitness center fee. Students enrolled in a joint degree program (e.g., Translational Science, Biomedical Engineering) where the home institution is not the UT Health San Antonio may request the fitness fee to be waived. Waiver requests must be submitted by the student in writing to the Associate Dean of Student Affairs in the Graduate School no later than 10 days prior to the beginning of classes. Students enrolled in final hours may also request the fitness fee to be waived. All waiver requests are forwarded by the Associate Dean of Student Affairs for review by the Vice President for Academic, Faculty and Student Affairs, and require the approval of both the Vice President for Academic, Faculty and Student Affairs and the Vice President and Chief Financial Officer.

If the waiver is approved, the GSBS will forward the waiver to the Bursar's Office with a copy sent to the Office of Veteran Services & Financial Aid. Waivers are valid for one year after which the student must re-apply.

**Full-Time Status**

Doctoral students must be enrolled for a minimum of 12 semester credit hours each fall and spring semester in order to be considered full-time (equivalent to 24 semester credit hours for a full academic year). The minimum half-time course load for doctoral graduate students is 6 credit hours per semester.

Master’s students must be enrolled for a minimum of 8 semester credit hours each fall and spring semester in order to be considered full-time (equivalent to 16 semester credit hours for a full academic year). The minimum half-time course load for master's graduate students is 4 credit hours per semester.

Exception(s) to this policy include:

1. A student enrolled in a THECB-approved Certificate program
2. A student enrolled for Final Hours.
3. A student enrolled in the Ph.D. Nursing Science program or in the Ph.D. in Health Sciences program.
4. A student enrolled in their first two years of the Ph.D. Radiological Sciences program, Human Imaging Track only.
5. A UT Health San Antonio student enrolled in the Translational Science Ph.D. program; Credit hours earned in trailing summer semesters at other participating institutions will count toward the total required credit hours each academic year.
6. A UT Health San Antonio student enrolled in the Biomedical Engineering Ph.D. program or Biomedical Engineering M.S. program; Credit hours earned in trailing summer semesters at other participating institutions will count toward the total required credit hours each academic year.

Students appointed in Graduate Research Assistant (GRA) and Teaching Assistant (TA) positions in the GSBS will be required to enroll in a minimum of 12 credit hours per semester, with the exception of a Health Science Center student in the Translational Science Ph.D. and Biomedical Engineering Ph.D. programs, which will require enrollment in a total of 24 credit hours over the fall, spring, and trailing summer semesters each academic year. GRAs and TAs are allowed to enroll in final hours and remain as full-time students per the Final Hours Policy (http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/ finalcredithourspolicy/) found in the catalog under General Academic Policies.

Students enrolling for less than half-time will be responsible for repayment of federal student loans.

**Adding Courses**

Students may add courses during official add days as designated by the Office of the University Registrar (http://students.uthscsa.edu/registrar/) each semester. Students are not permitted to add classes to their schedules after the census date, which is typically the 12th class day of the spring and fall semesters, without approval from the GSBS Dean and the Vice President of Academic, Faculty, and Student Affairs.

**Dropping Courses**

A student who is not on academic probation may drop a course at any time prior to final grades being assigned, provided the student is passing the course at the time and has obtained the signed approval of the course director and COGS chair.

The Registrar will record the symbol W for courses dropped after the census date. A student on academic probation will not be allowed to drop a course.

In case of illness and with the consent of the Dean, a student may drop a course without penalty at any time prior to the beginning of final examinations.

**Registration for Thesis**

Students in M.S. programs may register for the Thesis course XXXX 6098 where XXXX represents one of the following: BIME, CSAT, DENH, IBMS, MMED, MICR, MSDS, RADI, or TSCI. Registration for Thesis is only permitted after the following three actions have been taken:

1. Approval of admission to candidacy for the M.S. degree by the Dean;
2. Approval of the thesis research proposal by the COGS of the program and the Dean;
3. Appointment of a Supervising Committee for the thesis research by the COGS of the program and the Dean.

Candidates for the M.S. degree with thesis must register for the thesis course for at least one term, unless they participate in a graduate program with a non-thesis option.

**Registration for Dissertation**

Students in Ph.D. programs may register for the Dissertation course XXXX 7099 where XXXX represents one of the following: BIME, IBMS, NURS, RADI, or TSCI. Registration for Dissertation is only permitted after the following three actions have been taken:

1. Approval of admission to candidacy for the Ph.D. degree by the Dean or the Dean's designee;
2. Approval of the dissertation research proposal by the COGS of the program and the Dean or the Dean's designee;
3. Approval of the membership of the candidate’s Supervising Committee by the COGS of the program and the Dean or the Dean's designee.

A candidate for the Ph.D. degree must register for the Dissertation course for at least two terms.
Registration for Final Term
It is a requirement that a student be registered for the semester in which he or she graduates.

Final Credit Hours
A student in their final semester registering only for the thesis or dissertation course may register for “final hours”. A Ph.D. student must register for a minimum of 3 semester credit hours; a M.S. student must register for a minimum of 1 semester credit hour. When a student declares “final hours” for a semester, the student shall be considered enrolled in a full-time course load for that semester. The student pays tuition based upon the number of credit hour for which he/she registers.

Because of requirements dictated by certain types of visas, international students must consult with their COGS Chair and the Office of International Services prior to registering for final hours.

A student may register for final credit hours only once during their degree program. The “Request for Designation of Final Hours” form is available in the Office of the University Registrar or on their website (http://students.uthscsa.edu/registrar/2013/03/forms/) and it requires the signature approval of the program COGS Chair.

Registration for Audit
Permission to audit one or more courses is sometimes granted. Auditing convey the privilege of observing and excludes handing in papers or participating in a class discussion, laboratory exercises, or fieldwork. An AU grade is given and no credit is reported. Graduate students must obtain permission to audit a course from the course director and the COGS chair of the program in which they are enrolled. Others who wish to register to audit a graduate course must apply through the Graduate School’s application system for admission as a Non-Degree Student. The Associate Dean of Academic Affairs serves as the program director for the non-degree program.

Grading System
Credit hours are earned in the graduate programs only for the grades A, B, C, and S. All letter grades except H and S are included in the computation of the grade point average. Grade points are assigned as follows:

- A = 4 (above average graduate work)
- B = 3 (average graduate work)
- C = 2 (below average graduate work)
- D = 1 (failing graduate work)
- F = 0 (failing graduate work)

Grades of D and F are not acceptable for graduate credit. If a course is repeated, the last grade earned is used in computing the cumulative grade point average. The original grade will remain listed on the transcript but will not be used in computing the cumulative grade point average.

A grade of S (satisfactory), U (unsatisfactory), or H (honors) is not included in the computation of the grade point average. S/U and/or H (Honors) may be given in specific courses in specific programs.

Other symbols used in reporting the standing of students in their classes are: W (course dropped after the census date), and I (incomplete).

An I is used only to report cases in which the student has not completed all of the assignments and/or examinations before the conclusion of the course. Unless the student has been granted a leave of absence, all work must be completed within one year, at which time the grade of I (incomplete) will be changed to the appropriate letter grade.

The grading system described above applies to courses in the medical and dental curricula in which graduate students may be enrolled as well as to courses in the graduate programs. Grades for courses taken to satisfy a contingency or condition of admission or those transferred for credit are not included in computation of the grade point average.

Student Academic Grievance Process
An Academic Grievance is a complaint regarding an academic decision or action that affects a student’s academic record. For the definition of terms see: http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/grievances/.

As required by the University of Texas System and the policies of the Health Science Center, a formal grievance procedure is a process to allow students the opportunity to report any perceived act, omission, or issue of an academic nature which may adversely affect the student. The student grievance may include grade disputes or other academically related issues. All efforts should be made by the student and the faculty member involved to resolve the issue before proceeding through the grievance process. If the issue cannot be resolved to the student’s satisfaction, the student is encouraged to submit their grievance through the grievance process. The sequence of procedures involved in the grievance process is outlined below.

Grievance Process:
1. The student has up to 10 business days from the date he/she was issued the grade or evaluation in question to file a formal complaint.
2. A formal complaint is filed by submitting the Student Complaint Form (https://www.uthscsa.edu/sites/default/files/2018/gsbs_student_greivance_form.pdf) to the COGS Chair for the Program with a copy delivered to the GSBS Dean’s office.
3. A committee consisting of the COGS Chair, the Program Director and the GSBS Associate Dean of Student Affairs*, will have up to 30 business days to investigate the grievance. The COGS Chair will chair the committee. If the Program Director also serves as the COGS Chair, the Program Director will appoint a senior graduate faculty member of the Program to serve on the committee. Documentation from the student and faculty will be collected as well as face-to-face meetings scheduled by the COGS Chair.
4. A written and signed summary of the decision rendered will be provided to the student by the COGS Chair and a copy of the signed summary will be sent by the COGS Chair to the GSBS Dean’s Office.
5. If the student is not satisfied with the final decision reached by the COGS Chair, Program Director, and Associate Dean of Student Affairs, the student may appeal the decision to the Dean of the GSBS within 10 business days of receiving the written summary (described below).
6. All documents (emails/memos/letters/written summaries) will be maintained by the GSBS.

*If the formal academic grievance is filed against the COGS Chair or Program Director then the Associate Dean of Student Affairs or designee will serve as the chair of the grievance committee and will identify a senior faculty member as the third member to serve on the committee. If the Associate Dean of Student Affairs is named in the complaint, then the Associate Dean of Academic Affairs or their designee will represent the GSBS on this committee.


## Appeal Process

The student has up to 10 business days of receiving the written summary of the formal grievance process to file an appeal.

An appeal is filed by submitting to the Dean of the GSBS a letter signed by the student outlining the arguments for the appeal together with the Student Complaint Form and the written summary from the grievance process.

The Dean will have up to 30 business days following the formal grievance process to render a decision. The Dean's decision will be considered final and provided to the student in writing.

### Texas Higher Education Coordinating Board

If a student exhausts the Graduate School of Biomedical Sciences grievance process, a complaint may be filed to The Texas Higher Education Coordinating Board. More information on the types of complaints it investigates, processes, and the complaint form can be accessed on The Texas Higher Education Coordinating Board website. ([http://www.thecb.state.tx.us/](http://www.thecb.state.tx.us/))

### Continuation, Probation, and Dismissal

Continuation in the graduate programs is dependent upon the following conditions:

1. Satisfactory progress in removing any conditions imposed at the time of admission;
2. Maintenance of a minimum cumulative B (3.0) average for all courses taken while enrolled in the Graduate School of Biomedical Sciences ([http://gsbs.uthscsa.edu/](http://gsbs.uthscsa.edu/)). A student whose cumulative grade point average falls below 3.0 will be placed on probation and warned by the Dean of the Graduate School that continuation in the graduate program is in jeopardy. A student will remain on probation as long as their cumulative GPA is below 3.0. While on probation, a student must maintain a B average in those courses for which he or she is registered or be considered for dismissal by the COGS. Except in the case of illness, permission to drop courses will not be given while the student is on probation. The length of time a student is allowed to remain on probation is at the discretion of the program Committee of Graduate Studies. The probationary period should not impede on the student’s academic progress in the program. A student on probation may not be admitted to candidacy or awarded a degree. Grades achieved during enrollment as a non-degree student are not used to determine academic probation.
3. A satisfactory rate of progress toward the degree as determined by the COGS is required throughout the student's enrollment. The Committee, with the Dean's consent, may terminate a student's enrollment for lack of satisfactory progress. Any graduate student who receives two unsatisfactory (U) grades in consecutive semesters will be considered for dismissal by the program COGS. Any recommendation for dismissal requires final approval by the Dean of the Graduate School.
4. A student that has been recommended for dismissal from a graduate program can appeal the decision according to the Student Academic Grievance Policy outlined above. If the student decides to appeal the recommendation for dismissal, the student may still register and attend courses in the subsequent semester; however, the student is not required to do so. If the student elects to appeal the dismissal and attend classes in the subsequent semester, an expedited appeal review process may be requested to ensure that a decision on the appeal is reached prior to the census day for the semester in which the courses are being taken. In order to initiate the expedited appeal review process, the process outlined below must be followed:
   a. The student has up to 5 business days from the date he/she received the recommendation for dismissal to file a formal appeal by submitting to the Dean of the Graduate School a letter signed by the student outlining the arguments for the appeal and requesting an expedited review process.
   b. The GSBS Dean will assemble a committee consisting of the Program COGS Chair, the Program Director and the Associate Dean of Academic Affairs in the Graduate School. The Program COGS Chair will chair the committee. If the Program Director serves as COGS Chair, the Program Director will appoint a senior graduate faculty member of the Program to serve on the committee.
   c. The Committee will have up to 3 business days following the receipt of the appeal to render a decision and provide a written summary to the Dean. All documentation will be collected by the COGS Chair and provided to the GSBS Dean.
   d. The GSBS Dean will have up to 2 business days to provide a written and signed summary of their decision to the student. A copy of the signed summary will be sent by the COGS Chair.
   e. The GSBS Dean's decision will be considered final and is not subject to further appeal.

All documents (emails/memos/letters/written summaries) will be maintained by the Graduate School Dean's Office.

For students enrolled in dual degree programs, please refer to your program's handbook for additional information concerning continuation in the program.

### Withdrawal

Permission for withdrawal from a graduate program may be granted by the Dean upon concurrence by the COGS of the program. The student who wishes to withdraw must complete and sign the Student Clearance Form ([available electronically in My Student Center](http://cs.uthscsa.edu/)). The form will route to the COGS Chair and the Graduate School dean or designee.

In the case of withdrawal before the end of the semester (and thus the dropping of all courses), the grading symbol W will be recorded for each course not completed. In the case of withdrawal at the end of a semester, the appropriate grade will be recorded for each completed course.

An application for readmission by a student who has previously withdrawn is subject to the same requirements, procedures, and acceptance considerations that apply to first-time applicants.

### Leave of Absence

Permission for a leave of absence from a graduate program for a maximum period of one year may be granted by the Dean subject to prior approval by the COGS of the program. Such permission will be granted only for extenuating circumstances and indicates that the student will be allowed to return to the program within the one-year time limit. Stipends will be suspended for the duration of a student's leave and there is no guarantee that the stipend will be reinstated upon return.

The student should make a written request for a leave of absence to the Chair of the COGS for their program, including the reasons for the request and the expected time of return. If the request for leave of absence is approved by COGS, the Chair of COGS will submit the approved request
to the GSBS Dean’s Office for final approval. After the request is approved by the GSBS Dean the student is so notified by a letter from the Dean provided by the Graduate School Dean’s Office. The student must then complete a Student Clearance Form available electronically in My Student Center (https://cs.uthscsa.edu/). The form will route to the COGS Chair and the Graduate School Dean or designee for approval. The form will automatically drop any courses for which the student is currently enrolled.

In Absentia (INTD 1000)

Students must be registered for the semester in which they graduate and all fees and tuition apply. In Absentia status is a type of registration that allows students to maintain student status at the university while completing research elsewhere. In Absentia may also allow students who have completed all requirements for graduation to enroll for purposes of a degree conferral. Registration In Absentia is designated as zero credit hours and the student is assessed a $25 fee. Students using the In Absentia designation must successfully defend the dissertation, thesis, or manuscript within the 2 weeks prior to the final Graduate Faculty Council meeting of the semester. All forms required by the Graduate School and the final approved dissertation or thesis must be submitted in accordance with the timeline for the first degree conferral date of the new semester. The final approved version of the dissertation or thesis must also be electronically submitted in accordance with the relevant timeline.

The student who expects to defend in this interval should register for one credit hour for the next semester. Following the successful defense, the student may drop the one credit hour and register In Absentia for the coming semester. This must be accomplished before the first class day of the new semester.

Non-registration

A student who fails to register for two or more consecutive semesters and does not elect to take a leave of absence or to enroll In Absentia will be considered for dismissal from the program. The Registrar will notify the GSBS Dean’s Office of the student’s failure to register.

If the COGS of the student’s program votes to dismiss the student, COGS will recommend dismissal to the GSBS Dean. Official notification of dismissal will be sent to the student from the GSBS Dean’s Office. If dismissed, the student may reapply for admission. Such application is subject to the same requirements, procedures, and acceptance considerations that apply to first-time applicants.

Transfer between Graduate Programs

Any student who wishes to change the course of study from one graduate program to another must submit an application to that program. The application is subject to the same requirements, procedures, and acceptance considerations that apply to other applicants to the program. Students who are considering such a transfer must have an interview with the GSBS Associate Dean of Academic Affairs. Upon approval, a Change of Program form must be signed by all relevant parties and submitted to complete the process.

Graduation

The degree of Doctor of Philosophy is awarded by the Board of Regents (http://www.utsystem.edu/board-of-regents/) upon the satisfactory completion of a minimum of 72* semester credit hours, the satisfactory completion of a prescribed program of study as documented by the COGS, recommendation of the Graduate Faculty Council, and certification of the candidate by the Dean and the President to the Board of Regents.

The degree of Master of Science is awarded upon the satisfactory completion of a minimum of 98 semester credit hours, the requirements documented by the COGS, recommendation of the Graduate Faculty Council, and certification of the candidate by the Dean and the President to the Board of Regents.

The degree of Doctorate in Medical Physics is awarded upon the satisfactory completion of a minimum of 98 semester credit hours, the requirements documented by the COGS, recommendation of the Graduate Faculty Council, and certification of the candidate by the Dean and the President to the Board of Regents.

*Some programs may require additional hours

Commencement

Graduation exercises are held each year in May.

The Graduate School’s Dean will be present to address the students and participate in the presentation of diplomas. Candidates for graduation in the Health Sciences Ph.D. program, Nursing Science Ph.D. program, Pharm.D. program, Master’s in Dental Science program, and Master’s in Dental Hygiene program also participate in the Graduate School (http://gsbs.uthscsa.edu/) Commencement.

Sequential Procedures

Doctor of Philosophy degree

Phase I - From matriculation through admission to candidacy

1. Assignment of faculty advisor: The COGS assigns a member of the graduate faculty as an advisor to each student entering a program. The advisor serves as a counselor on academic matters and monitors the student’s progress in (a) successfully completing contingencies of admission and course requirements of the program and (b) selecting an area of research specialization.

2. Selection of the supervising professor: A member of the program’s graduate faculty who will serve as the supervising professor of the dissertation research shall be decided upon by mutual agreement among the student, the faculty member, and the COGS. Normally, the research advisor who guided the student’s preliminary research activities continues as supervising professor, but this arrangement is not obligatory.

3. Approval of research advisor (supervising professor): When the student selects the area of research specialization and the faculty member to serve as research preceptor, the COGS reviews the proposed selections. If the selections are approved, the faculty member is designated by the COGS as the student’s research advisor in concert with, or in replacement of, the original faculty advisor. The faculty advisor may, of course, be selected as the research advisor. The student’s potential for productive and independent investigation is assessed by the research advisor.

4. Compact and Milestone Agreement: No later than one month after the student selects their faculty mentor, Compact and Milestone Agreements between the student and mentor are required. The student and mentor will discuss and sign the Compact and Milestone agreements. The Compact and Milestone documents will be reviewed by the Program Director and/or COGS Chair of the respective program. Following this initial process, Milestone accomplishments
should be reviewed on an annual basis by the Program Director and/or COGS Chair. If Milestones are not being adequately met, the Program Director and/or COGS Chair along with the supervising professor should create a plan of action to correct the deficiencies. If the issue(s) remain and/or are not adequately being resolved after six months then the GSBS Dean's Office should be notified of the issue(s) and be provided with a proposed plan of action to ensure student success in the program.

5. Qualifying examination: The Qualifying Examination is comprehensive in nature and may be written, oral, or both. The COGS or its designee determines the format of the examination and the composition of the Qualifying Examination Committee, with the proviso that one member is not on the graduate faculty of the student's program. The Qualifying Examination Committee administers the examination(s), evaluates the student's performance, and reports its judgment on whether the student passed (indicated by a grade of "Satisfactory") or failed (indicated by a grade of "Unsatisfactory") to the COGS or its designee.

6. Admission to candidacy: Recommendation by the COGS that the student be admitted to candidacy for the Doctor of Philosophy degree requires the following:
   a. Satisfactory completion of all required courses; in exceptional cases, permission to proceed to Phase II without having completed all required courses can be granted by the Dean of the Graduate School.
   b. Cumulative grade point average of at least 3.0 in all coursework undertaken since matriculation in the program.
   c. Report by the Qualifying Examination Committee that the student has passed the examination.
   d. Report by the student's research advisor and other graduate faculty members, as appropriate, that the student has clearly evidenced the potential for productive and independent investigation.

If, in its overall evaluation of the eligibility of the student for admission to candidacy, the COGS is in favor of admission, it shall submit a Petition of Admission to Candidacy Form to the Dean for approval with documentation of satisfactory completion of the requirements listed above. Each research advisor is required to sign the form to certify their view of the student's potential for productive and independent investigation. The Dean may approve or disapprove the recommendation or request further documentation. When the Dean has approved admission of the student to candidacy, the candidate enters Phase II of the program.

In the event a student does not advance to candidacy, the student is given the opportunity to repeat the Qualifying Examination to earn a "Satisfactory" grade. If the student fails the second attempt at the Qualifying Examination then the COGS will recommend to either dismiss the student from the program or to allow the student to enter a Master's granting program.

Phase II - From admission to candidacy through granting of the degree

1. Draft of dissertation research proposal: The candidate shall identify a research question that will serve as a focus for the dissertation research. The candidate shall prepare a draft of a research proposal that specifies the research to be undertaken, its significance in the scientific field, and the general methods and techniques to be utilized. The proposal shall be submitted to the supervising professor for review and modification. Subsequent drafts of the proposal should then be submitted for review and modification to other faculty members who have knowledge and expertise in the area of the research proposal. The final draft of the dissertation research proposal is subject to review and approval by the COGS, which may specifically designate a group of faculty members to review the proposal draft(s).

2. Composition of the dissertation supervising committee: Submitted concurrently with the research proposal, the supervising professor and the candidate shall make recommendations to the COGS regarding the composition of the Supervising Committee for the dissertation research. Recommendations may include adjunct faculty members who have been approved as Graduate Faculty of a program at the UT Health San Antonio and are eligible to serve on a dissertation supervising committee. The Supervising Committee must consist of at least five persons, as follows:
   a. The supervising professor, who has a primary faculty appointment at UT Health SA and is a member of the program's graduate faculty, designated as Supervising Professor and Chair of the Supervising Committee;
   b. Three members must be members of the graduate faculty of the program in which the student is enrolled;
   c. One member must be from outside of UT Health SA with no affiliation to the institution and should have expertise in or similar to the field of the proposed dissertation and/or provide a unique perspective or point of view on the proposed dissertation.

The COGS may nominate additional members in categories (b) or (c) if necessary. Nomination is contingent upon the willingness of the designated person to serve on the Supervising Committee. The composition of the Supervising Committee should, in principle, provide a group of research scientists who constitute an important resource to the candidate and their dissertation research. Their functions are, with the Supervising Professor, to provide feedback and guidance to the candidate to ensure progression towards their degree in a timely manner. Specific responsibilities include critique and approval or denial of a candidate's research proposal; attendance of the dissertation defense to approve or deny the degree to the program COGS; and to certify to the COGS that the candidate has, in fact, carried out a meritorious research investigation of the caliber appropriate for a Ph.D. dissertation and, in their opinion, defended it satisfactorily. Upon selection of the supervising committee, the chair of the COGS will submit to the Graduate School Dean's Office a completed Recommendation for Approval of Dissertation Research Proposal and Supervising Committee. A copy of the proposal must be uploaded along with the form.

1. Approval of the dissertation proposal and supervising committee: Upon selection of the Supervising Committee, the Research Proposal and Supervising Committee form must be signed by each member of the supervising committee and submitted to the Graduate School Dean's Office by the chair of the COGS. Committee member signatures certify the committee's approval of the proposal and their approval to serve on the committee. A copy of the proposal must be uploaded along with the form. The Dean (or a designee of the Dean) will review the recommendation of COGS on the proposal and supervising committee. After approval by the Dean (or a designee of the Dean) of both the proposal and the Supervising Committee, the candidate may register for their respective program's Dissertation course. An electronic addendum is required for any subsequent change in the Composition of the Supervising Committee or research proposal and must be approved by the COGS and the GSBS Dean (or
2. **Supervision of the dissertation research:** Within one month after formal approval of the Supervising Committee, the Supervising Committee shall convene to discuss with the candidate the progress of the dissertation research and the projected future work. At appropriate intervals thereafter (at least every six months), the Supervising Committee shall meet with the candidate for presentation of progress reports (written and/or oral), so that current status of the research may be evaluated and direction of future work planned. If the external Committee member is unable to attend these meetings, it is the responsibility of the candidate and the Supervising Professor to provide this member with progress reports for review and recommendations. It is essential that the Supervising Committee be fully informed of the research progress and be able to provide continued supervision throughout and that the COGS receive reports of the research progress from the Supervising Committee after each of its meetings with the candidate. The Supervising Committee and/or the COGS may approve or direct alterations in the research plans within the general context of the dissertation proposal. Major changes in the candidate’s research status (such as selection of a new Supervising Professor, new Supervising Committee members, or a new research question) must be reported to the Graduate Faculty Council and the Dean for consideration.

3. **Submission of the dissertation:** After agreement by the members of the Supervising Committee that the research has progressed sufficiently for submission of the dissertation, a draft of the dissertation shall be submitted to the Supervising Professor. Additionally, the candidate will be required to upload their dissertation into a plagiarism detection software through the learning management system course specifically created by the Graduate School Dean’s Office for the purpose of safeguarding the institution's reputation and integrity. After uploading their dissertation into the plagiarism detection software, the candidate will receive a similarity report and score that will help to determine the originality of the work. This report should be submitted to the Supervising Professor along with the draft of their dissertation. Following discussion of the report with the mentor, recommended changes will be made to the dissertation including those intended to lower the similarity report score (if necessary). After the necessary edits have been made, the dissertation draft will be submitted to all other members of the Supervising Committee for review and recommendations for modification of content. It is the responsibility of the candidate to follow the guidelines of preparation of the dissertation provided by the Graduate School Dean’s Office as outlined in the Dissertation/Thesis Workshop and in the Rubric for Preparation & Submission of the Electronic Theses, Dissertation, and Abstracts (https://www.uthscsa.edu/sites/default/files/2018/dissertation_rubric_may_2018_final.pdf) and associated rubric. If the alternative chapter format is preferred, the candidate must obtain approval for such format from the Supervising Committee and the COGS.

4. **Final oral examination:** When the Supervising Committee judges the dissertation to be suitable for defense, the *Request for Final Oral Examination Form* (GSBS Form 40), which needs to be signed by both the Supervising Committee and Chair of the COGS, should be submitted to the Dean for request of scheduling the Final Oral Examination. A copy of the Abstract and Vitae must accompany the *Request for Final Oral Examination Form* at the time it is submitted to the Graduate School Dean’s Office. Public announcement of the Final Oral Examination is made by the Graduate School Dean’s Office. This examination is conducted by the Supervising Committee. All members of the Supervising Committee are expected to participate in the final oral examination. Interested persons may attend the public defense and have the right to question the candidate. After the public defense, the Final Oral Examination continues with an intensive oral examination by the Supervising Committee that is not customarily open to the public. The Supervising Committee votes on the candidate’s success or failure of the Final Oral Examination; more than one vote for failure signifies failure of the examination. The Supervising Committee submits the *Report on Final Oral Examination Form* (GSBS Form 43) to the COGS. In the event of a failing performance by the candidate, the Supervising Committee shall also submit to the COGS and the Dean a recommendation regarding remedial action; in such case, the COGS shall decide on the recommendation or other action to be taken. In the event of a successful performance by the candidate, the COGS shall vote on whether to approve the recommendation by the Supervising Committee for granting of the degree.

5. **Recommendation for granting of the degree:** If the COGS approves the favorable recommendation by the Supervising Committee, the Chair of the COGS shall so indicate by signature on the *Report on Final Oral Examination* and submit the Report to the Graduate Faculty Council for consideration. Within two weeks following the candidate’s defense, the candidate shall submit to the Graduate School Dean’s Office the final electronic version of the dissertation via ProQuest as well as submit a final upload to the plagiarism detection software. The dissertation Approval Page signed by the Supervising Professor and Committee members must also be submitted to the Graduate School Dean’s Office. When the Report, Approval Page(s), electronic dissertation approved in ProQuest, final upload of the plagiarism detection software, and the Survey of Earned Doctorates have been received in the Graduate School Dean’s Office, the Graduate Faculty Council will consider the recommendation for granting of the degree. If the Council does not approve the recommendation, it will refer the matter to the COGS with a recommendation for remedial action. If the Council does approve the recommendation, the Dean of the Graduate School of Biomedical Sciences will notify the Office of the University Registrar that the candidate has fulfilled all requirements of the Graduate School of Biomedical Sciences for the degree of Doctor of Philosophy. Upon the candidate’s certification by the President, the degree is conferred by the Board of Regents of The University of Texas System. (See “Registration for Dissertation,” “Registration for Final Term,” and “Graduation” previously discussed in this section.)

Dissertations will be made available to the public. A candidate may request permission from the graduate dean to temporarily delay making the dissertation available to the public in order to protect patent or other rights. This request must be supported by a written recommendation from the Supervising Professor. The graduate dean makes the final decision regarding delayed publication.

### Master of Science Degree

The Graduate School of Biomedical Sciences offers Master of Science degrees with some programs offering either a thesis, non-thesis or manuscript option. The Graduate School of Biomedical Sciences does not require a comprehensive Qualifying Examination or a Petition for Admission to Candidacy form for the Master of Science Degree. The Sequential Procedures for each program can be modified to correlate with the curricula and requirements of that individual program. The general Sequential Procedure for the Master of Science degree is listed below.
but the appropriate Sequential Procedures may be obtained from the Graduate Advisor of the specific program.

**Phase I - From matriculation to admission to candidacy**

1. **Assignment of faculty advisor:** The COGS assigns a member of the graduate faculty as an advisor to each student entering a program. The advisor serves as a counselor on academic matters and monitors the student's progress in
   a. successfully completing contingencies of admission and course requirements of the program and
   b. selecting an area of research specialization.

2. **Selection of the supervising professor:** A member of the graduate faculty of the program who will serve as the supervising professor of the thesis research shall be decided upon by mutual agreement among the student, the faculty member, and the COGS. Normally, the research advisor who guided the student's preliminary research activities continues as supervising professor, but this arrangement is not obligatory.

3. **Approval of research advisor (supervising professor):** By the end of the first semester a student will select the area of research specialization and the faculty member to serve as research preceptor, and the COGS will review and document the proposed selections. If the selections are approved, the faculty member is designated by the COGS as the student’s research advisor in concert with, or in replacement of, the original faculty advisor. The faculty advisor may, of course, be selected as the research advisor. During this period, the student’s potential for productive and independent investigation is assessed by the research advisor.

4. **Compact and Milestone Agreement:** No later than one month after the student selects their faculty mentor, Compact and Milestone Agreements between the student and mentor are required. The student and mentor will discuss and sign the Compact and Milestone agreements. The Compact and Milestone documents will be reviewed by the Program Director and/or COGS Chair of the respective program. Following this initial process, Milestone accomplishments should be reviewed on an annual basis by the Program Director and/or COGS Chair. If Milestones are not being adequately met, the Program Director and/or COGS Chair along with the supervising professor should create a plan of action to correct the deficiencies. If the issue(s) remain and/or are not adequately being resolved after six months then the GSBS Dean’s Office should be notified of the issue(s) and be provided with a proposed plan of action to ensure student success in the program.

5. **Qualifying examination:** The Graduate School of Biomedical Sciences does not require a comprehensive Qualifying Examination for the M.S. degree. However, the COGS for particular programs may require the student to pass a written and/or oral Qualifying Examination prior to consideration for admission to candidacy. The appropriate Sequential Procedures should be obtained from the Graduate Advisor of the specific program.

6. **Admission to candidacy:** The Graduate School of Biomedical Sciences does not require M.S. students to advance to candidacy, however, the COGS for particular programs may. Recommendation by the COGS that the student be admitted to candidacy for the Master of Science degree requires the following:
   a. Satisfactory completion of all required courses;
   b. Cumulative grade point average of at least 3.0 in all coursework undertaken since matriculation in the program;
   c. Report by the Qualifying Examination Committee that the student passed the examination or that the examination has been waived;
   d. Report by the student’s research advisor and other graduate faculty members, as appropriate, that the student has clearly evidenced the potential for productive and independent investigation. Recommendation for Admission to Candidacy should be submitted to the Graduate School Dean’s Office for approval.

**Phase II - From Admission to candidacy through granting of the degree**

1. **Draft of thesis research proposal:** The candidate shall identify a research question that will serve as a focus for the thesis research. The candidate shall prepare a draft of a research proposal that specifies the research to be undertaken, its significance in the scientific field, and the general methods and techniques to be utilized. The proposal shall be submitted to the supervising professor for review and modification. Subsequent drafts of the proposal may then be submitted for review and modification to other faculty members who have knowledge and expertise in the area of the research proposal. After approval of the final proposal draft by the supervising professor, the proposal is submitted to the COGS for consideration of approval.

2. **Appointment of the supervising committee:** Submitted concurrently with the research proposal, the supervising professor and the candidate shall make recommendations to the COGS regarding the composition of the Supervising Committee for the thesis research. Recommendations may include adjunct faculty members who have been approved as Graduate Faculty of a program at the UT Health San Antonio and are eligible to serve on a thesis supervising committee. The Supervising Committee must consist of at least four persons, as follows:
   a. The supervising professor, also a member of the program's graduate faculty, designated as Supervising Professor and Chair of the Supervising Committee;
   b. Two members must be members of the graduate faculty of the program;
   c. One member must be a faculty member of UT Health San Antonio in a supporting area outside the program or a person outside of UT Health San Antonio who is an expert in the field of the proposed thesis.

   The COGS may nominate addition members in categories (b) and (c) if necessary. Nomination is contingent upon the willingness of the designated person to serve on the Supervising Committee. The composition of the Supervising Committee should, in principle, provide a group of research scientists who constitute an important resource to the candidate and their thesis research. The committee functions are, with the Supervising Professor, to provide feedback and guidance to the candidate to ensure progress towards their degree in a timely manner. Specific responsibilities include critique and approval or denial of a candidate's research proposal; attendance of the thesis defense to approve or deny the degree to the program COGS; and to certify to the COGS that the candidate has, in fact, carried out a meritorious research investigation of the caliber appropriate for a M.S. thesis and, in their opinion, defended it satisfactorily.

3. **Approval of the thesis proposal and supervising committee:** Upon selection of the Supervising Committee, the Research Proposal and Supervising Committee form, must be signed by each member of the supervising committee and submitted to the Graduate School Dean’s Office by the chair of the COGS. Committee member signatures certify the committee’s approval of the proposal and
their approval to serve on the committee. A copy of the proposal must be uploaded along with the form. The Dean (or designee of the Dean) will review the recommendation of COGS on the proposal and supervising committee. After approval by the Dean (or designee of the Dean) of the proposal and the supervising committee, the candidate may register for their respective program’s thesis course. An electronic addendum is required for any subsequent changes in the Composition of the Supervising Committee or research proposal and must be approved by the COGS and the GSBS Dean (or designee of the Dean).

4. Supervision of the thesis research: Within one month after appointment of the Supervising Committee, the Supervising Committee shall convene to discuss with the candidate the progress of the thesis research and the projected future work. At least once per semester, the Supervising Committee shall meet with the candidate for progress reports (written and/or oral) so that current status of the research may be evaluated and direction of future work planned. It is essential that the Supervising Committee be fully informed of the research progress and be able to provide continued supervision throughout, and that the COGS receive reports of the research progress from the Supervising Committee after each of its meetings with the candidate.

5. Submission of a thesis or manuscript:
   a. Submission of a thesis: When members of the Supervising Committee agree that the research has progressed sufficiently for submission of the thesis, a draft of the thesis shall be submitted to the Supervising Professor. Additionally, the candidate will be required to upload their thesis into the plagiarism detection software through the learning management system course specifically created by the Graduate School Dean’s Office for the purpose of safeguarding the institution’s reputation and integrity. After uploading their thesis into the plagiarism detection software, the candidate will receive a similarity report and score that will help to determine the originality of the work. This report should be submitted to the Supervising Professor along with the draft of their thesis. Following discussion of the report with the mentor, recommended changes will be made to the thesis including those intended to lower the similarity report score (if necessary). After the necessary edits have been made, the thesis draft will be submitted to the other members of the Supervising Committee for review and recommendations for modification of content. It is the responsibility of the candidate to follow the guidelines for preparation of the thesis provided by the Graduate School Dean’s Office as outlined in the Dissertation/Thesis Workshop and in the Rubric for Preparation & Submission of the Electronic Thesis, Dissertation, and Abstracts (https://www.uthscsa.edu/sites/default/files/2018/dissertation_rubric_may_2018_final.pdf) and associated rubric. If an alternative chapter format is preferable, the candidate must obtain approval for such format from the Supervising Committee and the COGS. The candidate also has the responsibility to ensure adequate time for review and modification of the thesis.
   b. Submission of a manuscript: When members of the Supervising Committee have approved the manuscript, the candidate must submit the manuscript to a peer reviewed scientific journal. The manuscript must be written within the publication specifications of the selected journal. The manuscript must be submitted, in press, or published during the interval that the candidate was enrolled in the program. Manuscripts unrelated to the approved research project, such as case reports or book chapters, are not acceptable for completion of the manuscript requirement. The manuscript should be provided to the Supervising Committee for review and approval prior to submission to the program COGS. The manuscript can be submitted to the program COGS at any time, however, in cases with impending graduation deadlines, the approved manuscript should be provided to the program COGS at least one month prior to the regularly-scheduled graduation date established by the Graduate School of Biomedical Sciences (GSBS). The candidate also has the responsibility to ensure adequate time for review and modification of the manuscript. When a manuscript is submitted to the GSBS Dean’s Office, it should be accompanied by:
      i. The completed Manuscript Approval Form
      ii. A dated notice (letter or email) from the publisher that indicates manuscript submission or acceptance.
      iii. A copy of the letter from the Supervising Professor

6. Final oral examination: The Graduate School requires that the thesis be defended by the candidate in a Final Oral Examination conducted by the Supervising Committee; the format in which this examination is conducted (see Options 1 and 2 below) shall be decided by the COGS. It is recommended that the format be uniform for all M.S. candidates in a specific program. All members of the Supervising Committee are expected to participate in the final oral examination.
   a. Option 1: The COGS may elect to require that the thesis be defended in a formal Final Oral Examination scheduled through the Graduate School Dean’s Office and open to all interested persons. The following procedures apply.
   b. Option 2: The COGS may choose a non-public notification due to intellectual property concerns, without public notification through the Graduate School Dean’s Office. The following procedures apply.
   c. The Request for Final Oral Examination Form (GSBS Form 40), signed by the Supervising Committee members, should be submitted to the Chair of the COGS, who shall indicate approval by signature and transmit the Request to the Graduate School Dean’s Office for approval by the Dean.
   d. A copy of the Abstract, Vita and CV should be submitted with the request for the candidate’s file in their department, the Office of the University Registrar, and the Graduate School Dean’s Office.
   e. The Supervising Committee members vote on the candidate’s success or failure on the Examination; more than one vote for failure signifies failure on the Final Oral Examination. The Supervising Committee shall also submit to the COGS and the Dean a recommendation regarding remedial action or further examinations; in such cases, the COGS shall decide upon the recommendation or other action to be taken. In the event of a successful performance by the candidate, the COGS shall vote on whether to approve the recommendation by the Supervising Committee for granting of the degree.

7. Recommendation for granting of the degree: If the COGS approves the favorable recommendation by the Supervising Committee, the Chair of the COGS shall so indicate by signature on the Report on Final Oral Examination and submit the Report to the Graduate Faculty Council for consideration. Within two weeks following the candidate’s defense, the candidate shall submit to the Graduate School Dean’s Office the final electronic version of the thesis in ProQuest as well as submit a final upload to the plagiarism detection software. The thesis Approval Page signed by the Supervising
Professor and Committee members must also be submitted to the Graduate School Dean's Office. When the Report, Approval Page(s), final upload to the plagiarism detection software, and the electronic thesis approved in ProQuest have all been received in the Graduate School Dean's Office, the Graduate Faculty Council will consider the recommendation for granting the degree. If the Council does not approve the recommendation, it will refer the matter to the COGS with a recommendation for remedial action. If the Council does approve the recommendation, the Dean of the Graduate School of Biomedical Sciences will notify the Office of the University Registrar that the candidate has fulfilled all requirements for the degree Master of Science. Upon the candidate’s certification by the President, the degree is conferred by the Board of Regents of The University of Texas System.

Theses will be made available to the public. A candidate may request permission from the graduate dean to temporarily delay making the thesis available to the public in order to protect patent of other rights. This request must be supported by a written recommendation from the Supervising Professor. The graduate dean makes the final decision regarding delayed publication.

Instructions for Preparation and Submission of Electronic Theses, Dissertations, and Dissertation Abstracts

The candidate should obtain these instructions online at https://www.uthscsa.edu/academics/biomedical-sciences/dissertationthesis-guidelines before writing the thesis or dissertation.

Dual Degree D.D.S./Ph.D. Program

The combined D.D.S./Ph.D. (https://www.uthscsa.edu/academics/dental/programs/phd-in-dentistry/) (Doctor of Dental Surgery and Doctor of Philosophy) training program available through the School of Dentistry is a component of the Craniofacial Oral-Biology Student Training in Academic Research (COSTAR) T32 Training Program that is funded by the National Institutes of Health/National Institute of Dental and Craniofacial Research. Only 17 universities in the country have NIH-supported D.D.S./Ph.D. training programs. This national program focuses on creating the next generation of clinician scientists to ensure the future of the nation's oral health.

Students will become a clinician-scientist who can perform sponsored research in dental and craniofacial-related areas. Another goal of the program is to have trainees become dental school faculty.

The total number of credit hours required to award the Doctor of Dental Surgery and Doctor of Philosophy in the dual-degree program is 247 credit hours. This reflects the total number of credit hours for the Doctor of Dental Surgery at 175 credit hours plus the Doctor of Philosophy at a minimum of 72 credit hours.

Admissions Requirements

A student who wishes to obtain both a D.D.S. and a Ph.D. must obtain the entrance prerequisites of both the School of Dentistry (http://www.uthscsa.edu/academics/dental/) and the Graduate School of Biomedical Sciences (https://www.uthscsa.edu/academics/biomedical-sciences/). Students submit applications for admission to the Dual Degree Program through the Texas Medical and Dental Schools Application Service (http://www.tmdsas.com/) and to the Health Science Center Graduate School of Biomedical Sciences (https://www.uthscsa.edu/academics/biomedical-sciences/) during the fall prior to attendance. Approval for admission is made by the D.D.S./Ph.D. Admissions Review Panel (through the School of Dentistry Dean and Associate Dean for Student Affairs) and by the Graduate School of Biomedical Sciences.

Degree Requirements

Students will spend the first three years focusing on the Ph.D. component. They will enter the customized dental school training component only after completing the Ph.D. qualifying exam and making significant progress with their dissertation research.

The remaining requirements of the Ph.D. program (dissertation research and preparation) will be conducted concurrently with requirements of the D.D.S. curriculum. The combined program will take at least seven years to complete.

Accepted applicants must meet the full requirements defined for both the professional and the graduate degree. The total time for the dual degree program curriculum is designed to be at least seven years. However, utilization of summer sessions and elective periods is mandatory for this total time span.

The detailed logistics of pursuing a dual degree program will depend on the specific graduate program undertaken and, in every instance, should be worked out among the student, the appropriate Committee on Graduate Studies, the faculty mentor, the Associate Dean of the Graduate School of Biomedical Sciences, and the Associate Deans for Academic Affairs and Research of the School of Dentistry.

Dual Degree M.D./Ph.D. Program

The dual-degree M.D./Ph.D. Program is an NIH-awarded Medical Scientist Training Program (NIH T32GM113896). This prestigious award distinguishes UT Health San Antonio as an exceptional physician-scientist training program at a national level.

The goals of the MSTP are to support the training of a diverse group of physician-scientists who will:

- Provide the highest level of clinical care.
- Conduct innovative and translational biomedical research.
- Function as clinical and scientific leaders addressing the growing health disparities of America.
- Practice inclusive, safe, and rigorous mentorship in research and medical training environments.

The M.D./Ph.D. training takes an average of eight years to complete under the "2-4-2" timeline:

- **Years 1-2:** First two years of medical school (MS1 & MS2)
- **Years 3-6:** An average of four years in graduate school (GS1-GS4; attain Ph.D.)
- **Years 7-8:** Last two years of medical school (MS3 & MS4; attain M.D.)

The total number of credit hours required to award the Doctor of Medicine and Doctor of Philosophy in the dual-degree program is 247 credit hours. This reflects the total number of credits hour for the Doctor of Medicine at 175 credit hours plus the Doctor of Philosophy at a minimum of 72 credit hours.
For more information on the M.D./Ph.D. Program, please visit the program website (https://www.uthscsa.edu/academics/biomedical-sciences/programs/md-phd/).

Admissions Requirements
To apply for the M.D./Ph.D. Program, applicants must submit a completed and verified application using the American Medical College Application Service (AMCAS) prior to the application deadline. Applicants who also seek to be considered for admission into the M.D. program at the Long SOM must also submit an application using the Texas Medical and Dental School Application Service (TMDSSAS) prior to the application deadline. The precise deadlines for these applications vary, but for the AMCAS application, the deadline is typically on November 1 of the year preceding enrollment.

The Long SOM Admissions Committee has full and final authority for all students admitted to the M.D. program. The M.D./Ph.D. subcommittee of the Long SOM Admissions Committee will assist the M.D./Ph.D. Program with reviews, interviews, assessments, and selections of potential applicants. The members of the M.D./Ph.D. subcommittee present at deliberations will approve applicants on behalf of the entire Long SOM Admissions Committee.

Degree Requirements
The M.D./Ph.D. Program is seven to nine years in length. Students usually begin with two years of the preclinical curriculum in the Long SOM. After successful completion of USMLE Step 1, they enter a three- to five-year Ph.D. program in the Graduate School of Biomedical Sciences (GSBS), after which they return to the Long SOM for two years of clinical rotations. With the guidance and approval of the M.D./Ph.D. dean and M.D./Ph.D. Program Steering Committee, students select laboratory rotations, graduate program affiliation in one of several Ph.D. disciplines or programs, and a Supervising Professor from the graduate school faculty throughout the institution. Enrichment activities include a monthly "Bench-to-Bedside" course, two annual M.D./Ph.D. retreats, a M.D./Ph.D. journal club, several clinician-scientist competencies workshops, and a clinical refresher course to provide smooth transition from graduate school into the remaining clinical years. Opportunities exist for student research during the fourth year of medical school. With completion of this program, M.D./Ph.D. graduates are prepared for careers as dual-degree physician-scientists.

Program Policies
The M.D./Ph.D. Program is under the supervision of the M.D./Ph.D. program directors, deans of the Long SOM and the GSBS, and the M.D./Ph.D. Steering Committee. The M.D./Ph.D. Advisory Committee, with representation from the Long SOM and GSBS, provides direction and oversight of all activities of the M.D./Ph.D. Program and advises the M.D./Ph.D. program directors. The M.D./Ph.D. Steering Committee provides strategic planning and oversight of financial support of the M.D./Ph.D. Program. An independent M.D./Ph.D. Program Promotions Board reviews the progress of M.D./Ph.D. students every six months throughout medical and graduate school enrollment. Progression is assessed on the basis of academic performance, USMLE Step 1 and USMLE Step 2CK/USMLE Step 2CS scores, research rotation reports, research and scholarly activities, evaluations from the Supervising Professor, and student self-assessments. Recommendations from the M.D./Ph.D. Promotions Board are reviewed at the next monthly meeting of the M.D./Ph.D. Advisory Committee.

The M.D./Ph.D. Program expects students who are pursuing the dual degree to maintain standards of academic excellence, to progress in a timely fashion toward both M.D. and Ph.D. degrees, and to maintain professionalism. Students will be subject to the academic guidelines and progression policies of both the Long SOM and the GSBS. However, they will be subject to additional requirements as specified by the M.D./Ph.D. Program in order to remain members of that program. The M.D./Ph.D. Program provides for stipend, tuition and fees during the entire course of studies (M.D. and Ph.D.) for students in good standing in the program.

Students in the M.D./Ph.D. Program must satisfactorily achieve milestones and criteria established by the M.D./Ph.D. Advisory Committee and the Long SOM Student Progression and Promotions Committee (SPPC) policies. Failure to meet or achieve the established standards will result in denial of advancement and dismissal from the M.D./Ph.D. Program. A student’s academic standing and ability to progress with respect to either the Long SOM or the GSBS are administered through the appropriate dean’s office or their designees. M.D./Ph.D. students shall have the right to appeal a decision of dismissal from the program. The appeal may be heard by the M.D./Ph.D. Advisory Committee or the Long SOM SPPC based on the body taking dismissal action. Solely on procedural concerns can a student appeal to a higher institutional administration.

Biomedical Engineering
The M.S. and the Ph.D. in Biomedical Engineering are jointly offered between the Health Science Center and The University of Texas at San Antonio (UTSA). The primary objective of this program is to broadly train students in the principles of biomedical engineering so they are well prepared to participate in the development of new approaches for the diagnosis and treatment of human diseases.

As the program is multidisciplinary, the curriculum is designed to provide a synergistic combination of formal courses, seminars, teaching opportunities, interactions with clinicians, and individualized biomedical engineering research experiences in the laboratories of the biomedical engineering faculty. All students are required to take core courses in the areas of Biomaterials, Biomechanics, Bioelectronics/Imaging and Biology, Physiology, as well as Responsible Conduct of Research, and Experimental Design and Data Analysis. In addition to the basic core curriculum, students are required to take additional coursework in the area of specialization. Students have access to the bioengineering and biosciences laboratories at both the Health Science Center and UTSA. This provides a unique opportunity to have learning experiences in medical, dental, bioscience, and engineering environments.

Master of Science (M.S.)
The M.S. and the Ph.D. in Biomedical Engineering are jointly offered between the Health Science Center and The University of Texas at San Antonio (UTSA). The primary objective of this program is to broadly train students in the principles of biomedical engineering so they are well prepared to participate in the development of new approaches for the diagnosis and treatment of human diseases.

As the program is multidisciplinary, the curriculum is designed to provide a synergistic combination of formal courses, seminars, teaching opportunities, interactions with clinicians, and individualized biomedical engineering research experiences in the laboratories of the biomedical engineering faculty. All students are required to take core courses in the areas of Biomaterials, Biomechanics, Bioelectronics/Imaging and Biology, Physiology, as well as Responsible Conduct of Research, and Experimental Design and Data Analysis. In addition to the basic core curriculum, students are required to take additional coursework in the
area of specialization. Students have access to the bioengineering and biosciences laboratories at both the Health Science Center and UTSA. This provides a unique opportunity to have learning experiences in medical, dental, bioscience, and engineering environments.

**Biomedical Engineering Admissions Requirements**

The minimum requirements for admission to the Master of Science degree in Biomedical Engineering program are described below. Note that admission to the Master in Biomedical Engineering program is competitive and satisfying these requirements does not guarantee admission.

Applicants must have a grade point average of 3.0 or better in the last 60 semester credit hours of coursework with a major in a recognized science or engineering discipline. All students should have had sufficient background in engineering, chemistry, biology, and physics prior to being admitted to the program. It is expected that these students will have B.S. degrees with an emphasis in either engineering, physical science, or biological science disciplines. All students are required to have completed at least one year of engineering physics, chemistry, biology, and mathematics (up to Differential Equations I or Applied Engineering Analysis I). Students with deficiencies in the above courses will be required to satisfactorily complete selected courses as a condition of acceptance.

Students whose native language is not English must achieve a minimum score of 84 on the Internet based version of the Test of English as a Foreign Language (TOEFL) exam. The applicant’s performance on a standardized test will be considered in addition to other criteria for admission or competitive scholarship awards and will not be used as the sole criterion for consideration of an applicant.

Three letters of recommendation attesting to the applicant’s readiness for graduate study are also required.

A complete application includes the application form, official transcripts, letters of recommendation, a résumé, and a statement of the applicant’s research experience, interests, and goals. TOEFL scores are required for those applicants whose native language is not English.

International applicants who have completed or will complete their degree prior to matriculation at an accredited U.S. institution may be exempted from the TOEFL/IELTS requirement.

**Biomedical Engineering Degree Requirements**

**Thesis Option**

A minimum of 32.0 semester credit hours beyond the bachelor’s degree and a minimum overall GPA of 3.0 is required for the M.S. degree in Biomedical Engineering thesis option. Undergraduate courses, general education courses, and prerequisites for graduate courses cannot be counted toward this total. For transferring students, course credit allowed for transfer will be decided on a case-by-case basis by the Biomedical Engineering Committee on Graduate Studies (COGS). If recommended by COGS, the request will then be submitted to the Dean of the Graduate School for approval. Regardless of their area of specialization, all students are required to take a total of 17.0 semester credit hours of Required Core Courses. In addition, all students must register for three semesters of Research seminar, a minimum of 6 semester credit hours of approved Elective Courses, and a minimum of 6 semester credit hours of biomedical engineering Master’s Thesis Research. The courses taken by students are intended to focus and support the individual’s mastery of his or her particular area of specialization. The student must successfully present their Thesis and be recommended by their program COGS for approval of their degree to the Dean of the Graduate School of Biomedical Sciences.

**Non-thesis Option**

A non-thesis option is available upon approval from the Program Director and the Graduate Advisor of Record. Typically, a Master’s degree (non-thesis option) plan of study will consist of at least 36.0 semester credit hours beyond the bachelor’s degree. Undergraduate courses, general education courses, and prerequisites for graduate courses cannot be counted toward this total. For transferring students, course credit allowed for transfer will be decided on a case-by-case basis by the Biomedical Engineering Committee on Graduate Studies (COGS). If recommended by COGS, the request will then be submitted to the Dean of the Graduate School for approval. Regardless of their area of specialization, all students are required to take a total of 18.0 semester credit hours of Required Core Courses. In addition, all students must register for three semesters of Research seminar and a minimum of 15 semester credit hours of approved Elective courses.

**Biomedical Engineering Plans of Study**

For the thesis option, a minimum of 32.0 semester credit hours is needed to obtain a Master of Science in Biomedical Engineering.

For the non-thesis option, a minimum of 36.0 semester credit hours is needed to obtain a Master of Science in Biomedical Engineering.

* Please note that courses with the prefix BME are taken at the University of Texas at San Antonio.

**Thesis Option**

**First Year**

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<td>BME 6004 Biology For Bioengineers</td>
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</tr>
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<td>BME 6011</td>
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<td>BME 6903</td>
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<td>Elective(s)-see department</td>
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Total Credit Hours: 7.0

**Spring**

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<td>BIME 6006 Human Physiology for Bioengineers</td>
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</tr>
<tr>
<td>BIME 6098 or Thesis</td>
<td>1-12</td>
</tr>
<tr>
<td>BME 6986</td>
<td></td>
</tr>
<tr>
<td>BIME 6097 Research</td>
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<tr>
<td>BIME 6098 or Thesis</td>
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<tr>
<td>BME 6986</td>
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<tr>
<td>BME 6703</td>
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<tr>
<td>BME 6033</td>
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### Non-thesis Option

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<tr>
<td>BME 6903</td>
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<tr>
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<td>Elective(s)-see department</td>
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<td>BME 6901</td>
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<tr>
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The M.S. and the Ph.D. in Biomedical Engineering are jointly offered between the Health Science Center and The University of Texas at San Antonio (UTSA). The primary objective of this program is to broadly train students in the principles of biomedical engineering so they are well prepared to participate in the development of new approaches for the diagnosis and treatment of human diseases.

As the program is multidisciplinary, the curriculum is designed to provide a synergistic combination of formal courses, seminars, teaching opportunities, interactions with clinicians, and individualized biomedical engineering research experiences in the laboratories of the biomedical engineering faculty. All students are required to take core courses in the areas of Biomaterials, Biomechanics, Bioelectronics/Imaging and Biology, Physiology, as well as Responsible Conduct of Research, and Experimental Design and Data Analysis. In addition to the basic core curriculum, students are required to take additional coursework in the area of specialization. Students have access to the bioengineering and biosciences laboratories at both the Health Science Center and UTSA. This provides a unique opportunity to have learning experiences in medical, dental, bioscience, and engineering environments.

### Biomedical Engineering Admissions Requirements

Baccalaureate or master's degree in a natural science or engineering discipline, competitive academic history (minimum GPA of 3.0/4.0), references, Graduate Record Exam (GRE), Test of English as a Foreign Language (TOEFL) [international applicants only], 3 letters of recommendation, a statement of applicant's research experience(s) and interest in graduate study in BME. A typical successful applicant will have completed one year of calculus-based/engineering Physics, Chemistry, Biology, and Mathematics (up to Differential Equations or Engineering Analysis I). Students deficient in one or more of these will be required to take selected courses as a condition of acceptance. All facets of each applicant are considered in the admission process. Application to this joint degree program is managed through a central application process through UTSA. All applicants are required to follow UTSA's admissions requirements, and the requirements of UT Health San Antonio (background checks, GRE scores, immunizations and international transcript review/translation/certification).

International applicants who have completed or will complete their degree prior to matriculation at an accredited US Institution may be exempted from the TOEFL/IELTS requirement.

### Biomedical Engineering Degree Requirements

A minimum of 82.0 credit hours and a minimum overall GPA of 3.0 is required for the Ph.D. degree in Biomedical Engineering. Undergraduate courses, general education courses, and prerequisites for graduate courses cannot be counted toward this total. For students with a master's degree, course credit allowed for transfer will be decided on a case-by-case basis by the Biomedical Engineering COGS. If recommended by the COGS, the request will then be submitted to the Dean of the Graduate School for approval. In addition, all doctoral candidates must register for the Dissertation course (BME 7099) for at least two semesters in order to graduate; only one of the terms may be a summer session. The student is required to demonstrate intellectual command of the subject area of the graduate program and capability to carry out independent and original investigation in the area. The student must successfully defend a dissertation and be recommended by their program COGS for approval of their degree to the Dean of the Graduate School of Biomedical Sciences.
Biomedical Engineering Plan of Study

* Please note that courses with the prefix BME are taken at the University of Texas at San Antonio.

**First Year**

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<td>BIME 6006</td>
<td>Human Physiology for Bioengineers</td>
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<td>TSCI 5070</td>
<td>Responsible Conduct of Research</td>
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**Second Year**

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**Third Year**

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BIME 6097, Research  1-12
BME 7951,  1 semester varies; must be a PhD candidate
BME 7952,
BME 7953, or 
BME 7956

Total Credit Hours:  2.0-24.0

Biomedical Engineering Objectives/ Program Outcomes

1. BME students will demonstrate their understanding of biology concepts for biomedical applications. Fundamental knowledge of biology is evaluated.
2. BME students will demonstrate their understanding of biomaterials concepts. Fundamental biomaterials knowledge and the students’ ability to apply knowledge of biomaterials are evaluated.
3. BME students will demonstrate their understanding of biomechanics concepts. Fundamental knowledge of biomechanics is evaluated.
4. BME students will be able to design and carry out research experiments. Foundation of knowledge, application of knowledge, and research skills are evaluated.
5. BME students will be able to communicate research findings to diverse audiences.
6. BME students will be able to teach and disseminate knowledge.
7. BME students will conduct themselves in a professional and ethical manner in all biomedical engineering research.
8. BME students will critically evaluate scientific literature.

Cancer Prevention

The Certificate in Cancer Prevention (CCP) is designed to provide fundamental curricular activities in the science of cancer prevention to UT Health San Antonio students, postdoctoral trainees, clinical residents and fellows, and faculty from the Schools of Medicine, Nursing, Dentistry, Health Professions, and Graduate School of Biomedical Sciences as well as from local organizations that are partnered with UT Health San Antonio.

The CCP Program is an alternative for health professionals who do not have the time to complete the requirements of an advanced Master or Doctoral degree and to graduate students, fellows, and others who desire additional training in the evolving discipline of cancer prevention to supplement their clinical or basic science training.

Certificate in Cancer Prevention Admissions Requirements

Admission deadlines (for submission of on-line applications and all required documentation) for matriculation in a specific academic semester are listed below.

- Fall Semester: April 1
- Spring Semester: October 1

Applicants should have a sufficient educational background in the biological or biomedical sciences prior to admission to the program. All applications must include:

- A grade point average (GPA) no lower than B (3.0 in a 4.0 system) in the last 60 hours of coursework for a BS/BA degree or a GPA of at least 3.0 for applicants with a MS degree.
- All transcripts from foreign institutions must be evaluated by an accredited credentialing agency (https://www.naces.org/). Evaluations must include 1.) a listing of all courses in English and 2.) a final grade point average (4.0 scale) of all courses taken, not just science courses.
- A minimum score of 84 on the internet based version of the Test of English as a Foreign Language (TOEFL) or band score of 7 on the academic version of the International English Language Testing System (IELTS) for applicants from countries where English is not the native language. Scores on TOEFL or IELTS tests taken more than two years prior to the date of matriculation will not be accepted.
- Letters of recommendation (three) attesting to the applicant’s readiness for graduate level studies in translational science. If a matriculated graduate student has a Supervising Professor, one letter must be provided by this individual.
- A Personal Statement (1-2 pages) that includes a brief description of the applicant’s background, long term research and/or career goals, and an indication of the basis for application into the CCP Program including how this program fits into the applicant’s career objectives.
- A current curriculum vitae.

Certificate in Cancer Prevention Certificate Requirements

Twelve semester credit hours of didactic coursework are required to obtain the CCP. Satisfactory completion of required and elective coursework is also needed in order to be recommended for awarding of the certificate.

Certificate in Cancer Prevention Sample Plan of Study

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<th>Credit Hours</th>
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<tr>
<td>TSCI 5070</td>
<td>Responsible Conduct of Research</td>
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<tr>
<td>TSCI 5071</td>
<td>Patient-Oriented Clinical Research Methods-1</td>
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<td>TSCI 5072</td>
<td>Patient-Oriented Clinical Research Biostatistics-1</td>
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<td>Topics in Cancer Prevention</td>
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<tbody>
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<td>TSCI 6106</td>
<td>Practicum in Cancer Prevention Science</td>
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<td>TSCI Elective course (see list below)</td>
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Certificate in Cancer Prevention Program

Objectives and Program Outcomes

The goal of this program is to provide graduate students, postdoctoral fellows, faculty, and other health care professionals with formal education in the essential components of the science of cancer prevention.

Specific aims are to support the intellectual environment at UT Health San Antonio for cancer prevention science, and to provide fundamental curricular activities in science of cancer prevention to UT Health San Antonio students, postdoctoral trainees, clinical residents and fellows, and faculty from the Schools of Medicine, Nursing, Dentistry, Health Professions, and the Graduate School of Biomedical Sciences as well as from local organizations that are partnered with UT Health San Antonio.

The aims will be achieved via participation and successful completion of required didactic coursework.

Certificate in Cancer Prevention Program-Specific Policies for Laptop Computers

Students are required to have a laptop computer that can connect to and operate over a wireless network.

Software Required:

- Microsoft Office Suite (A personal copy of the latest version can be purchased at the Health Science Center bookstore at student pricing with a student ID).

Laptops with an Apple based Operating System must be able to also operate using a Windows based Operating System.

Cell Systems and Anatomy

The graduate program in Cell Systems and Anatomy provides a rewarding opportunity for students wishing to pursue the M.S. degree for preparation for a fulfilling career in biomedicine.

A strength of our program is its diversity; faculty perform state-of-the-art research using animal models of human disease in diverse areas such as cancer biology, stem cell biology, aging, molecular genetics, DNA repair and mutagenesis, neurobiology, bone biology and computational biology (bioinformatics) as well as the anatomical sciences. The curriculum and research experiences are aimed at producing trainees with technical competence and scholarly background who can become investigators capable of designing and executing programs of excellence in research and teaching. All graduate students pursue a program of study designed to develop both their scholarly and laboratory aptitudes through one-on-one mentoring by the graduate faculty. In-depth instructions are provided on effective research data presentation.

Master of Science (M.S.)

The M.S. Degree Program in the Department of Cell Systems & Anatomy (hereinafter referred to as the Program) offers training in areas of anatomical sciences and biotechnology. The curriculum prepares students seeking a Master of Science degree for a fulfilling biomedical career in academic, industrial or clinical settings. The overall mission of the Program is to prepare the next generation of life-long learners and critical thinkers, prepared to design and execute innovative basic and translational research, and to address the most important and challenging knowledge gaps in basic biology, human health and disease. There are two parallel tracks in the Program, Anatomical Sciences and Biotechnology, with some overlapping requirements but distinct curricula. The program of graduate study (i.e. the track elected) leading to the Master’s Degree will depend upon the student and the professional career for which the student is preparing. A Committee on Graduate Studies (COGS) oversees all aspects of the Program.

Cell Systems & Anatomy Admission Requirements

Students beginning graduate study ordinarily matriculate during the fall semester, which starts first week of July with classes beginning in August. The following are the basic admission criteria for the Program. On a case-by-case basis and at the discretion of the M.S. Admissions
Committee and with approval of COGS and the Graduate Faculty Council (GFC), one or more admission requirement(s) may be waived.

- Completed Application forms indicating the track (Anatomical Sciences / Biotechnology) to which the student seeks admission.
- Scores on the Graduate Record Examination (GRE), Medical College Admission Test (MCAT) or Dental Admission Test (DAT) taken within 5 years of application are optional but recommended.
- International applicants from countries where English is not the native language are also required to take one of two English proficiency tests: Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS: Academic module only) within two years of application to the program. The minimum required scores for the TOEFL is 84 for the internet-based test (iBT). The minimum required score on the academic International English Language Testing System (IELTS) is 7.0
- Certified transcripts of all college and/or postgraduate work: A baccalaureate degree in a natural science, biomedical engineering, and/or any other discipline from an accredited institution in the United States or proof of an equivalent degree from a foreign institution is required. A cumulative grade point average (GPA) no lower than “B” (3.0 on a scale of 4.0) on undergraduate-level studies undertaken previously is required.
- Essays: An essay describing prior research and/or teaching experiences that evoked an interest in research, long-term career goals, and rationale for applying to the Cell Systems & Anatomy graduate program.
- Letters of recommendation (3) from faculty and/or individuals with similar professional credentials who served as instructor, advisor or supervisor to the applicant are required.

The admission committee uses a holistic approach in making its decision. Consideration is given to a candidate’s research experience, grade point average, essay, letters of recommendations, GRE/MCAT/DAT score (if provided), interviews, and the overall ranking of the applicant compared to other qualified applicants.

Application deadline dates: Preferred deadline date is February 15 but no later than April 15 to be considered for admission the following fall semester. All supporting material such as GRE scores and letters of recommendation must be received before May 1. Spring semester admission (January start date) will not be considered except in very unusual circumstances. Applicants will be notified of the admission decision.

**Cell Systems & Anatomy Degree Requirements**

**Course Requirements**

All students require a minimum of 30 semester credit hours (SCH) to graduate with a M.S. degree. See attached Academic Plans of Study - Attachment C (Anatomical Sciences track) and Attachment D (Biotechnology track) for details of coursework.

**Grade Requirements**

A student must maintain an overall cumulative grade point average (GPA) of ≥ 3.0 (“B” average) each semester to continue in good academic standing. For the required courses the student must make at least a “B” and/or receive a satisfactory in courses graded Satisfactory/“S”/ Unsatisfactory/“U”.

If a student receives a grade that is worse than a “C” in one course or final grades of “C” in more than one course in the curriculum, or gets a “U” in two consecutive semesters, he/she shall be recommended for dismissal from the Program unless an appeal from the student is approved by COGS. If the cumulative GPA drops below 3.0, the student shall be placed on academic probation. While on probation, a student must maintain a “B” average in all courses in which he/she is enrolled. If the GPA drops below 3.0 in any semester during the probationary period or remains below 3.0 for one calendar year, the student shall be recommended for dismissal from the Program unless an appeal from the student is approved by COGS.

If remediation of a course is agreed upon by a course director and COGS, the director(s) of a required course will determine the mechanism for remediation. However, course directors are not required to remEDIATE students. Situations that involve potential remediation will be resolved on a case by case basis. A student who is not required to remediate a required course may not engage in the remediation process with the intent of improving his/her original grade. This policy will be reviewed annually.

**Anatomical Sciences Track**

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<td>CSAT 6060</td>
<td>Anatomical Sciences Thesis *Anatomical Sciences Thesis is variable depending on how many hours of supervised teaching 3.5</td>
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<td>INTD 5047</td>
<td>Neuroanatomy 2</td>
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<td>TSCI 5070</td>
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<td>CSAT 5060</td>
<td>Human Histology 3</td>
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<td>CSAT 6072</td>
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Anatomical Sciences Track

Students will demonstrate foundational knowledge and expertise in a select area appropriate to the project. Students will be able to define, explain, and apply key concepts and fundamental principles related to the areas of anatomical science.

Students will have the ability to communicate effectively in written and verbal presentations. Students will learn to effectively communicate ideas in written format via coursework, examinations and their research. Students will be able to recognize ethical dilemmas and behave in accordance with ethical standards of conduct in the design, implementation, analysis, and dissemination of scientific research.

Biotechnology Track

Students will have the ability to review, interpret and critically evaluate scientific literature related to areas of biomedical science relevant to their track and to their specific research projects. Students will be able to define, explain, and apply key concepts and fundamental principles related to the areas of biomedical science relevant to their track and to their specific research projects.

Master of Science in Dental Hygiene

The Master of Science in Dental Hygiene (MSDH) degree program offers graduate students in-depth learning experiences in research principles and application, teaching principles and application, and the health care sciences. The mission of the program is to educate professionals for positions of leadership in their profession. The goal of this program is to prepare dental hygienists to expand their knowledge base and skill set of the profession by nurturing the intellectual development of the professional. The Master of Science in Dental Hygiene degree prepares professional dental hygienists with specialized skills in one or more of the following areas: health promotion/education, management/administration, research, advanced clinical practice, and consumer advocacy.
Admissions Requirements

This is a fully online graduate program that typically enrolls six qualified students each Fall. In addition to the academic admission requirements, non-academic factors may be considered when selecting students for admission to this competitive graduate program. International applicants currently residing in the United States or Canada may be considered if all other admission requirements are met.

1. Bachelor’s degree from a nationally and regionally accredited institution of higher education in the United States.
2. Graduation from an accredited dental hygiene program recognized by the American Dental Association Commission on Dental Accreditation (CODA) within the United States or Canada.
4. Current licensure as a Registered Dental Hygienist in any state in the United States or Canada.
5. Satisfactory grades in undergraduate courses. The undergraduate grade point average should be no lower than a 3.0 on a 4.0 point scale system.
6. Complete the Graduate Record Examinations General Aptitude Test (GRE) or the Miller Analogies Test (MAT). Scores on GRE and MAT tests must be within the previous 5 years. No minimum score is required.
7. Applicants from countries where English is not the native language, are required to submit scores on the Test of English as a Foreign Language (TOEFL). A minimum score of 84 on the Internet based test is required.
8. Applicants outside of Texas MUST reside in a participating National Council for State Authorization Reciprocity Agreements NC-SARA state to be accepted into our program. To see if your state participates and get more information, please visit NC-SARA website (http://nc-sara.org/).

Application Requirements

Applicants must meet all qualifications and submit all required information by April 15th. Transcripts containing fall courses must also be submitted by April. Contact the Program Director, Melanie V. Taverna MSDH, RDH, with questions at 210-567-3858 or Taverna@uthscsa.edu.

Degree Requirements

A Master of Science in Dental Hygiene is awarded following successful completion of the core curriculum and electives to earn a total of 36 semester credit hours. The Master degree requires the student develop original research to be conducted and shared with the oral health professions.

Sample Plan of Study

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENH 5026</td>
<td>Research Principles &amp; Application</td>
<td>3</td>
</tr>
<tr>
<td>DENH 5924</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>DENH 5024</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>DENH 5050</td>
<td>Educational Principles and Application</td>
<td>3</td>
</tr>
<tr>
<td>INTD 5023</td>
<td>Research Ethics</td>
<td>1</td>
</tr>
<tr>
<td>DENH 5022</td>
<td>Research Apprenticeship</td>
<td>3</td>
</tr>
<tr>
<td>DENH 6098</td>
<td>Thesis</td>
<td>6</td>
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</tbody>
</table>

All Master students are required to successfully complete all core coursework.

Course Electives

Select three or four of the following: 14

Education Offerings

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENH 5003</td>
<td>Current Issues In Dental Hygiene</td>
</tr>
<tr>
<td>DENH 5007</td>
<td>Clinical Administration Practicum</td>
</tr>
<tr>
<td>DENH 5010</td>
<td>Teaching Internship</td>
</tr>
<tr>
<td>DENH 5017</td>
<td>Clinical Teaching Practicum</td>
</tr>
<tr>
<td>DENH 5080</td>
<td>Survey Methodology</td>
</tr>
<tr>
<td>DENH 5091</td>
<td>Special Topics in Dental Hygiene</td>
</tr>
<tr>
<td>DENH 5903</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>DENH 5926</td>
<td>Preclinical Teaching Practicum</td>
</tr>
<tr>
<td>DENH 6091</td>
<td>Independent Study</td>
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</table>

Public Health Offerings

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>DENH 5015</td>
<td>Public Health Practicum</td>
</tr>
<tr>
<td>DENH 5027</td>
<td>The Summer Institute In Aging</td>
</tr>
<tr>
<td>DENH 5025</td>
<td>Dental Hygienist Role in the Management of Elder Abuse</td>
</tr>
<tr>
<td>DENH 5028</td>
<td>Public Health Policy</td>
</tr>
<tr>
<td>DENH 5036</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>DENH 5080</td>
<td>Survey Methodology</td>
</tr>
<tr>
<td>DENH 5091</td>
<td>Special Topics in Dental Hygiene</td>
</tr>
<tr>
<td>DENH 6091</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

1 Master students should choose a minimum of 14 credit hours from the course electives. This may be accomplished by choosing courses from the Education Offerings, the Public Health Offerings, or a combination of the two.

Objectives/Program Outcomes

Objectives of this program are to promote a student-centered on-line learning environment that will allow dental hygienists the opportunity to further their education without relocating to San Antonio. The curriculum will allow students to gain knowledge and skills to become competent health care educators, managers of community oral health care centers, and conduct original research. Self-evaluation and self-direction are encouraged throughout the program. Students have the opportunity to share their experiences, knowledge and skills, work cooperatively with colleagues, and explore a variety of resources to help them reach their maximum potential.

Outcomes:

1. Demonstrate proficiency in core dental hygiene principles—Students in the Graduate Program in Dental Hygiene will be able to define, explain, and apply key concepts and fundamental principles related to dental hygiene.
2. Critically review and interpret research literature—Students in the Graduate Dental Hygiene Program will be able to conduct a comprehensive systematic literature search, critically analyze and synthesize evidence gathered, and apply the research process to an identified problem.
3. Completion of required Core coursework (DENH 5026, DENH 5924, DENH 5024, DENH 5050, INTD 5023), & (DENH 5022). Plus
substitution of a publishable manuscript of original research to a juried journal as a Thesis project (DENH 6098).

4. Communicate effectively in writing—Students in the Graduate Dental Hygiene Program will be able to demonstrate effective communication through writing using correct grammar, syntax, and purpose of thought.

5. Conduct independent research in an ethical manner—Students in the Graduate Dental Hygiene Program will be able to demonstrate ethical principles in the course of conducting research and writing a thesis.

Dental Science

Master of Science in Dental Science

The Master of Science in Dental Science (MSDS) Program is directed toward providing extensive training and development of well-trained clinicians, leading edge critical thinkers in evidence-based decision making with the education and background in basic scientific and clinical research methodology. The interdisciplinary education across dental specialties supports a high level, postdoctoral professional education environment.

The MSDS Program is supported by the School of Dentistry and the degree is conferred by the Graduate School of Biomedical Sciences. This Program is open only to students who have been accepted into, and continue in good standing in, a Health Science Center Certificate Program in either Advanced Education in General Dentistry, Oral and Maxillofacial Radiology, Endodontics, Orthodontics and Dentofacial Orthopedics, Pediatric Dentistry, Periodontics, or Prosthodontics.

The MSDS, which requires enrollment in a certificate program, requires a minimum of 32 credit hours to complete. The total combined hours for the certificate and the master's program will depend upon the track selected.

Each MSDS student follows a Plan of Study consisting of both (a) a Core curriculum common to all MSDS students, and (b) a Track-specific curriculum tailored to the student’s clinical discipline. The MSDS courses and Certificate courses are integrated throughout the Plan of Study. Therefore, in those Tracks in which the MSDS is offered as an option, students should notify their Program Director, upon acceptance into the Certificate Program, of their intention to pursue the MSDS.

Admissions Requirements

The applicant must have been accepted into one of the seven corresponding School of Dentistry Certificate programs.

Upon successful completion of the MSDS Program, the student will be able to:

- Apply fundamentals of scientific inquiry through development of a research question.
- Apply research methodology through management of a research protocol, data collection, and data analysis.
- Apply skills in review of the scientific literature to synthesize a concept based on best available evidence.
- Interpret basic statistical analyses in scientific literature and in protocol design
- Defend and discuss application of research protocol through data interpretation of scientific results.

Program Policies

- Admission to a particular track of the MSDS program is restricted to those who have been accepted into the Health Science Center or, in the case of Periodontics, also the United States Air Force, advanced dental education Certificate Program corresponding to the particular MSDS track.
- Continuation in the MSDS program is contingent upon continuing in the certificate program in good standing.
- A student will not be awarded the MSDS from the Graduate School of Biomedical Sciences any earlier than the semester in which the student completes the Certificate program in the School of Dentistry.

Advanced Education in General Dentistry

Plan of Study

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MSDS 5090 Grad Research Methodology</td>
<td>2</td>
</tr>
<tr>
<td>MSDS 5020 Dental Biomed Core 1</td>
<td>4</td>
</tr>
<tr>
<td>MSDS 5121 Biostatistics</td>
<td>1</td>
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<tr>
<td>INTD 5013 Perio/Pros/Endo/Orth Interdisciplinary Course</td>
<td>1</td>
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First Year

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MSDS 5021 Dental Biomed Core 2</td>
<td>1</td>
</tr>
<tr>
<td>MSDS 6357 Research 2- Data Collection</td>
<td>3</td>
</tr>
<tr>
<td>MSDS 5357 Research 1- Project Proposal</td>
<td>3</td>
</tr>
<tr>
<td>INTD 5013 Perio/Pros/Endo/Orth Interdisciplinary Course</td>
<td>1</td>
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<td><strong>Total Credit Hours:</strong></td>
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Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSDS 6058 Research 3- Data Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MSDS 6357 Research 2- Data Collection</td>
<td>3</td>
</tr>
<tr>
<td>INTD 6014 Perio/Pros/Endo/Orth Interdisciplinary Course</td>
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</tr>
<tr>
<td>Electives</td>
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Second Year

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MSDS 6098 Thesis</td>
<td>1-4</td>
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<td>INTD 6014 Perio/Pros/Endo/Orth Interdisciplinary Course</td>
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Fall and Spring Electives

DIAG 5016  Head & Neck Anatomy  1
DIAG 5037  Oral And Maxillofacial Radiology Interpretation 1  1
ENDO 5060  Current Concepts In Endo  1
INTD 6002  Ethics In Research  0.5
PERI 5031  Periodontics Lecture Series  2
PROS 5067  Supervised Teaching 1  1.5
PROS 5068  Supervised Teaching 1  2
RESD 5044  Occlusion & TMD  0.5
PROS 5054  Advanced Dental Materials  3.5

Endodontics
Plan of Study
First Year
Fall

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<th>Course</th>
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<tr>
<td>MSDS 5157 Research 1- Project Proposal</td>
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<tr>
<td>MSDS 5121 Biostatistics</td>
<td>1</td>
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<tr>
<td>MSDS 5090 Grad Research Methodology</td>
<td>2</td>
</tr>
<tr>
<td>ENDO 5020 Introduction to Advanced Endodontics</td>
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<td>INTD 5013 Perio/Pros/Endo/Orth Interdisciplinary Course</td>
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First Year
Spring

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<td>MSDS 5257 Research 1- Project Proposal</td>
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Second Year
Fall

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<td>MSDS 6357 Research 2- Data Collection</td>
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<tr>
<td>INTD 6014 Perio/Pros/Endo/Orth Interdisciplinary Course</td>
<td>2</td>
</tr>
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Second Year
Spring

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<td>INTD 6014 Perio/Pros/Endo/Orth Interdisciplinary Course</td>
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Third Year
Fall

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<thead>
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<tbody>
<tr>
<td>ENDO 6013 Clinical Endodontics 3</td>
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<tr>
<td>ENDO 6080 Focused Regendo Research</td>
<td>4</td>
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<tr>
<td>ENDO 6075 Current Literature Review</td>
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<td>ENDO 6087 Case Presentations 3</td>
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<td>INTD 6115 Perio/Pros/Endo/Orth Interdisciplinary Course 3</td>
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Third Year
Spring

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<tbody>
<tr>
<td>ENDO 6086 Case Presentations 3</td>
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<tr>
<td>MSDS 6058 Research 3- Data Analysis</td>
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Oral and Maxillofacial Radiology
Plan of Study
First Year
Fall

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MSDS 5090 Grad Research Methodology</td>
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<tr>
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<td>MSDS 5121 Biostatistics</td>
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<tr>
<td>DIAG 5040 Basic Principles Of Oral And Maxillofacial Imaging</td>
<td>2</td>
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<tr>
<td>DIAG 5015 Panoramic Radiology</td>
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<tr>
<td>DIAG 5026 Diagnostic Imaging Of The Jaws</td>
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First Year
Spring

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<tr>
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<tr>
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Second Year
Fall

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<tr>
<td>MSDS 6357 Research 2- Data Collection</td>
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<tr>
<td>DIAG 6025 Diagnostic Imaging Of The Head And Neck</td>
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Second Year
Spring

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## Orthodontics

### Plan of Study

#### First Year

**Fall**

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<tbody>
<tr>
<td>MSDS 5090</td>
<td>Grad Research Methodology</td>
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</tr>
<tr>
<td>MSDS 5121</td>
<td>Biostatistics</td>
<td>1</td>
</tr>
<tr>
<td>MSDS 5020</td>
<td>Dental Biomed Core 1</td>
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</tr>
<tr>
<td>ORTH 5010</td>
<td>Introduction to Orthodontics</td>
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<tr>
<td>ORTH 5013</td>
<td>Orthodontic Treatment Planning</td>
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<tr>
<td>INTD 5013</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 1</td>
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<tr>
<td>PATH 5035</td>
<td>Oral Pathology</td>
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Total Credit Hours: 11.0

**Spring**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MSDS 5357</td>
<td>Research 1- Project Proposal</td>
<td>3</td>
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<tr>
<td>MSDS 5021</td>
<td>Dental Biomed Core 2</td>
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<td>INTD 5013</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 1</td>
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Total Credit Hours: 5.0

#### Second Year

**Fall**

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<th>Course Title</th>
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<tbody>
<tr>
<td>MSDS 6357</td>
<td>Research 2- Data Collection</td>
<td>3</td>
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<tr>
<td>INTD 6014</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 2</td>
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Total Credit Hours: 4.0

**Spring**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MSDS 6357</td>
<td>Research 2- Data Collection</td>
<td>3</td>
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<tr>
<td>INTD 6014</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 2</td>
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Total Credit Hours: 4.0

#### Third Year

**Fall**

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<thead>
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<tbody>
<tr>
<td>MSDS 6058</td>
<td>Research 3- Data Analysis</td>
<td>2</td>
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<tr>
<td>INTD 6115</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 3</td>
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Total Credit Hours: 3.0

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MSDS 6098</td>
<td>Thesis</td>
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<tr>
<td>INTD 6115</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 3</td>
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</table>

Total Credit Hours: 2.0-5.0

## Pediatric Dentistry

### Plan of Study

#### First Year

**Fall**

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<th>Credit Hours</th>
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<tbody>
<tr>
<td>MSDS 5090</td>
<td>Grad Research Methodology</td>
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<tr>
<td>MSDS 5020</td>
<td>Dental Biomed Core 1</td>
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<tr>
<td>MSDS 5121</td>
<td>Biostatistics</td>
<td>1</td>
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<tr>
<td>PEDO 5042</td>
<td>Pediatric Dentistry I</td>
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Total Credit Hours: 9.0

**Spring**

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<tr>
<td>MSDS 5021</td>
<td>Dental Biomed Core 2</td>
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<tr>
<td>PEDO 5028</td>
<td>Orthodontics 3</td>
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<tr>
<td>PEDO 5051</td>
<td>Pediatric Physical Diagnosis</td>
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Total Credit Hours: 4.0

#### Second Year

**Fall**

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<tr>
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<td>PEDO 6083</td>
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Total Credit Hours: 4.0

**Spring**

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<td>PEDO 6146</td>
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Total Credit Hours: 11.0
## Periodontics
### Plan of Study

#### First Year

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<td>INTD 5013</td>
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<td>MSDS 5257</td>
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<td>PERI 5035</td>
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#### Second Year

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#### Third Year

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### Courses

**INTD 5013. Perio/Pros/Endo/Orth Interdisciplinary Course 1. 1 Credit Hour.**
A seminar that brings together the residents and graduate staff from the periodontic, prosthodontic, endodontic and orthodontic postdoctoral programs to share clinically relevant multidisciplinary information. Patient diagnostic evaluations and treatment plans are evaluated in an interactive environment. Selected topics involving new advancements are presented and discussed.

**MSDS 5020. Dental Biomed Core 1. 4 Credit Hours.**
The Biomedical Core Course will provide a multidisciplinary approach to basic science instruction as it relates to the clinical practice of dentistry. Both basic science and clinical science faculty will participate to provide a sound base of material required by each program. Individual programs will supplement the Biomedical Core Course in the basic science areas particular to that discipline. This combination of core instruction with individual supplementation should provide the advanced education student the appropriate background in biomedical science.

**MSDS 5021. Dental Biomed Core 2. 1 Credit Hour.**
This course is a continuation of MSDS 5020 Dental Biomedical Core Course 1.

**MSDS 5090. Grad Research Methodology. 2 Credit Hours.**
This course is an introduction to methods and techniques used in dental research. Topics will include basic assumptions and concepts of scientific research, selecting research topics, specifying objectives and hypotheses, literature reviews, and experimental design.

**MSDS 5121. Biostatistics. 1 Credit Hour.**
This course is designed to prepare the advanced education dentist with the knowledge of common statistical methods in order to critically evaluate the literature and to perform necessary analyses in support of their own research projects, particularly those directed at the completion of the Certificate from the Dental School and/or the Master of Science degree from the Graduate School of Biomedical Sciences.

**MSDS 5157. Research 1- Project Proposal. 1 Credit Hour.**
The introductory course in research design and protocol development is limited to postdoctoral students enrolled in advanced education programs. It is the 1st of four required core research courses for the Master of Science in Dental Science curriculum. Registration for this course requires permission by the respective program director for a particular Master of Science educational track. The course occurs during the PGI year offered in the spring semester. In fulfillment of the Master of Science degree, registration for this course requires completion of MSDS 5257 in the preceding semester.

**MSDS 5257. Research 1- Project Proposal. 2 Credit Hours.**
The introductory course in research design and protocol development is limited to postdoctoral students enrolled in advanced education programs. It is the 1st of four required core research courses for the Master of Science in Dental Science curriculum. Registration for this course requires permission by the respective program director for a particular Master of Science educational track. The course occurs during the PGI year offered in the spring semester.
MSDS 6058. Research 3- Data Analysis. 2 Credit Hours.
The course focuses analysis of research data and experimental design. Enrollment limited to postdoctoral students in advanced education programs who have completed successfully MSDS 6057. This is the 3rd of four required core research courses for the Masters of Science in Dental Science curriculum. Registration for this course requires permission by the respective program director for a particular Master of Science education track. The course occurs during the PG II year offered and is offered in both fall and spring semesters. Credit hours vary between educational tracks for a semester from 1-2 hours, with a total of 2 credit hours required for course completion.

MSDS 6098. Thesis. 1-4 Credit Hours.
The research thesis course is limited to postdoctoral students in advanced education programs who have completed successfully MSDS 6058. This is the 4th of four required core research courses for the Masters of Science in Dental Science curriculum. Registration for this course requires permission by the respective program director for a particular Master of Science education track. The course is offered in fall, and spring semesters. Credit hours vary between educational tracks for a semester from 1-4. The course occurs during the PG II and PG II year offered in summer, fall, and spring semesters. Credit hours vary between educational tracks for a semester from 1-4 hours, with a total of 4 credit hours required for course completion.

MSDS 6357. Research 2- Data Collection. 3 Credit Hours.
This course focuses on refining research design, implementation, and data collection. Enrollment limited to postdoctoral students in advanced education programs who have completed successfully MSDS 5257 and MSDS 5157 or MSDS 5357 in PG1. This is the 2nd of four required core research courses for the Master of Science in Dental Science curriculum. Registration for this course requires permission by the respective program director for a particular Master of Science education track. The course occurs during the PG2 year offered in fall and spring semesters. In fulfillment of the Master of Science degree, registration for this course requires registration for MSDS 6357 for two semesters.

PATH 5035. Oral Pathology. 2 Credit Hours.
Clinicopathologic correlations, differential diagnosis, and therapeutic rationale are emphasized. The integration of history, physical findings, and clinical laboratory data with pertinent radiographic findings, clinical presentations, and anatomic pathology will be emphasized.

PERI 5031. Periodontics Lecture Series. 2 Credit Hours.
This course is designed to instruct the student in all aspects of periodontology. It is meant to be an adjunct to the PERI 6073 Literature Seminar. Topics dealing with basic science, pathobiology, and clinical and surgical aspects of periodontal disease will be discussed.

PERI 5035. Peri Lecture Series. 1 Credit Hour.
This course is designed to instruct the student in all aspects of periodontology. It is meant to be an adjunct to the PERI 6073 Literature Seminar. Topics dealing with basic science, pathobiology, and clinical and surgical aspects of periodontal disease will be discussed. Cross-listed/ Concurrent: PERI 6030/6031.

PERI 5052. Surgical Anatomy. 1 Credit Hour.
This course emphasizes the learning of the head and neck anatomy that is related directly to surgical procedures performed by periodontists and endodontists and the practice of prosthodontic dentistry. Anatomic structures related to implant placement receive special emphasis. Surgical complications related to anatomy are described. A prossection on human cadavers is presented with a strong emphasis on surgical anatomy.

PERI 5073. Literature Seminars. 1 Credit Hour.
This course is designed to familiarize the student with the historical and contemporary literature related to periodontics. The first-year course is concerned mainly with basic science literature while second- and third-year courses concentrate on the clinical literature. Students have the opportunity to evaluate the data in the literature, critique experimental design, abstract articles, critically evaluate research findings, and learn to use library resources.

PROS 5050. Dental Implantology. 1 Credit Hour.
This course offers graduate level students an introduction to the basics of the osseointegrated implant surgical and prosthetic technique. Lectures on advanced concepts of osseointegration therapy related to several implant systems are included.

Prosthodontics
Plan of Study
First Year
Fall
MSDS 5020 Dental Biomed Core 1 4
MSDS 5090 Grad Research Methodology 2
MSDS 5121 Biostatistics 1
INTD 5013 Perio/Pros/Endo/Orth Interdisciplinary Course 1
PERI 5052 Surgical Anatomy 1
PROS 5015 Concepts Of Occlusion 1
PROS 5050 Dental Implantology 1
PROS 5053 Advanced Implant Prosthodontics 1.5
PROS 5067 Supervised Teaching 1 1.5
Total Credit Hours: 14.0

First Year
Spring
MSDS 5021 Dental Biomed Core 2 1
INTD 5013 Perio/Pros/Endo/Orth Interdisciplinary Course 1
PROS 5068 Supervised Teaching 1 2
Total Credit Hours: 4.0

Second Year
Fall
MSDS 5157 Research 1- Project Proposal 1
MSDS 6357 Research 2- Data Collection 3
Total Credit Hours: 4.0

Second Year
Spring
MSDS 6357 Research 2- Data Collection 3
MSDS 5257 Research 1- Project Proposal 2
Total Credit Hours: 5.0
Ph.D. in Health Sciences

Overview

The Doctor of Philosophy in Health Sciences degree program is designed to prepare allied health professionals to assume major leadership, research and educational positions within their professions, as well as to provide career advancement opportunities. The PhD in Health Sciences is a broad-based, interdisciplinary/interprofessional degree that will allow graduates to place their individual health field in the context of the allied health disciplines, the health care delivery system as a whole, and the larger issues of health and wellness across the continuum of the health care system. Graduates will be well prepared to assume essential roles as faculty and researchers at colleges and universities, as well as assuming leadership roles in clinical agencies, governmental and health care organizations, and industry.

The Doctor of Philosophy in Health Sciences offers specialization tracks in Emergency Medical Sciences, Medical Laboratory Sciences, Speech-Language Pathology, Occupational Therapy, Physical Therapy, Physician Assistant Studies and Respiratory Care, as well as a generalist concentration in Health Sciences. The program of study for theDoctor of Philosophy degree includes formal courses and electives in research design, statistical methods, health systems management, communications (publications and grant writing), education, leadership, and advanced course work in a health science professional track.

Admission Requirements

General graduate admissions standards and program-specific admissions standards are listed below. Applicants must have completed a bachelor's or graduate degree (master's or professional doctorate) in a relevant allied health discipline such as emergency health sciences, medical laboratory sciences, occupational therapy, physical therapy, physician assistant studies, respiratory care, or speech language pathology or other relevant field (e.g. public health, imaging sciences, radiation therapy, dental hygiene or other health-related discipline).

Students entering with a bachelor's degree must take an additional 30 semester hours of graduate level course work, as approved by the individual student's major advisor and the program director as a part of the student's program plan. These hours may be taken from existing graduate programs offered by UT Health San Antonio and program specific courses, as approved by the student's major advisor and program director.

Students entering with a master's degree or higher in an allied health discipline will not be required to take additional prerequisite courses.

Applicants must:

1. Possess a minimum overall grade point average (GPA) of 3.0 on a 4.0 scale.
2. Submit official transcripts from all colleges and universities attended.
3. Complete any prerequisite courses (where required) with a grade of 3.0 or better. Students entering with a bachelor's degree must take an additional 30 semester hours of graduate level course work and graduate professional program course work will require specific prerequisite courses. Students entering with a master's degree or higher in an allied health discipline will not be required to complete additional prerequisite courses.
4. Documentation of certification and/or license in an allied health or allied health related discipline (as applicable).
5. Three letters of recommendation from persons who are knowledgeable about the quality of the applicant's scholarly activities and/or work experiences.
6. Acceptable healthcare experience in the professional area of study is required for admission. Prior research experience, especially in a health sciences environment, will also be considered and has the benefit of increasing the candidate's understanding of the biomedical research process.
7. Transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by an acceptable evaluation agency translation for each course (NACES®, e.g. WES or ECE).
8. International applicants only: Submit Test of English as a Foreign Language (TOEFL) scores; minimum scores 84 (Internet based test) or IELTS advanced version Band score of ≥ 7.0
9. Specific admission requirements may be waived by the Graduate Faculty Council. Requests for waivers will be addressed on a case-by-case basis.

Scores from the Graduate Record Examination (GRE) are strongly encouraged, but not required.
Degree Requirements

Students must complete 98 semester credit hours (SCH) in order to graduate from the program. For students entering with a master’s or professional doctoral degree (e.g., DPT, OTD) the minimum number of semester hours required for completion of the PhD degree in Health Sciences will be 68 semester credits (SCH). Students holding a master’s degree or professional doctoral degree will be able to transfer up to 30 SCH into the PhD program. Students holding a professional doctorate (e.g., DPT, OTD) may request that up to 21 SCH of additional course work completed in their professional doctoral program be transferred in and applied toward their professional track PhD program requirements.

Students entering the program with a bachelor’s degree will be required to complete a master’s degree in an allied health related area or complete 30 SCH of other acceptable graduate credit. Including the master’s degree course work (30 SCH), a total of 98 SCH is required for award of the PhD for students entering the program with a bachelor’s degree.

After passing a comprehensive written examination on fundamental principles related to the Health Professions and the chosen area of specialization, students must complete and successfully defend their dissertation research proposals (i.e. dissertation prospectus) as certified by their advisory committees. The PhD program is intended to advance the science and practice of the allied health sciences by providing a link between the sciences, clinical research and practice. Award of the PhD degree demonstrates the capability of independent research and recognizes a unique contribution to scientific knowledge. Upon completion of candidates’ research projects, successful defense of the dissertation is required in order to meet degree requirements.

Sample Plan of Study

The PhD program in Health Sciences consists of four major core areas: Education (12 SCH), Research & Statistics (16 SCH), Leadership (10 SCH), and the Professional Track (9 SCH). The nine (9) hours of Professional Track credit provides advanced cognate courses in specific allied health disciplines. Specialization areas may include emergency health sciences, medical laboratory science, occupational therapy, physical therapy, physician assistant, respiratory care, speech-language pathology, and health sciences. The specialization in health sciences may include additional course work in outcomes research, health sciences education, health systems management, and clinical services.

In addition to the coursework described above, students must complete 12 SCH of elective course work which may include the advanced biomedical sciences, clinical sciences, education, management and supervision, leadership principles, measurement and statistics, and additional research courses that are available at UT Health San Antonio. Elective courses will require approval by the student’s major advisor and the program director and will be individualized based on the student’s interests and career goals. Students may request completion of elective course work at other regionally accredited colleges and universities offering appropriate doctoral level graduate course work. Student learning outcomes for the PhD in Health Sciences have been developed for each major core area and are mapped to individual courses.

Each student will have an individualized Program Plan which will include the prescribed core courses in education, research, statistics, leadership, and the professional tract, as well as a projected timeline for completion. Electives will be included in the student’s program plan, based on the student’s interests and career goals. Each student’s individualized Program Plan (i.e. Plan of Study) must be approved by the program’s Committee on Graduate Studies (COGS).

Students holding a master’s degree (or higher) in an allied health related discipline will be able to transfer up to 30 SCH into the PhD program. For students holding an appropriate master’s degree, the minimum number of additional semester hours required for the PhD degree in Health Sciences will be 68 semester credit hours (not including the master’s degree requirement of 30 SCH). Students entering the program with only a bachelor’s degree will be required to complete a master’s degree in an allied health specialty or complete 30 SCH of acceptable graduate credit for a total of 98 SCH. Students holding a professional doctorate (e.g., DPT, OTD) may request that up to 21 SCH of additional course work completed in their professional doctoral program be transferred in, and applied toward elective and/or professional track PhD program requirements.

Required/Core Courses

<table>
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<tr>
<th>Required/Core Courses (12 SCH)</th>
<th>Education Core Courses</th>
<th>Research Core Courses (16 SCH)</th>
<th>Leadership Core Courses (10 SCH)</th>
<th>Research Dissertation (9 SCH)</th>
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<td>HSCI 7001 Foundation of Education</td>
<td>3 SCH</td>
<td>HSCI 7101 Research Design I</td>
<td>3</td>
<td>HSCI 7104 Statistics I or NURS 7316 Statistical Analysis For Nursing Science</td>
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<td>HSCI 7002 Curriculum and Instruction</td>
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<td>HSCI 7102 Research Design II</td>
<td>3</td>
<td>HSCI 7105 Statistics II or NURS 7375 Regression Models For Nursing Science</td>
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<td>HSCI 7003 Methods and Evaluation</td>
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<td>HSCI 7103 Statistics I</td>
<td>3</td>
<td>HSCI 7106 Introduction to Grantsmanship or TSCI 6064 Grantsmanship and Peer Review</td>
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<td>HSCI 7004 Teaching Practicum</td>
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<td>HSCI 7107 Research Seminar 2</td>
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Leadership Core Courses (10 SCH)

- HSCI 7201 Leadership Theory
- HSCI 7202 Issues and Trends in Health Care
- HSCI 7203 Ethics in Clinical and Research Settings
- HSCI 7204 Management and Supervision or RESC 5013 Management & Leadership in Health Profession

Research Dissertation (9 SCH)

- HSCI 7304 Dissertation

Total Credit Hours

- 47 SCH

Professional Track Courses (9 Credit Hours Required)

Medical Laboratory Sciences

- MLSC 5013 Medical Toxicology/Therapeutic Drug Monitoring
- MLSC 6000 Advanced Diagnostic Microbiology
- MLSC 6003 Evidence-based Medicine in Medical Laboratory Science
- MLSC 7091 Selected Topics in Medical Laboratory Sciences
- MLSC 7097 Research in Medical Laboratory Sciences
Courses chosen from the Master of Science Medical Laboratory Science course offerings.  

**Occupational Therapy**
- OCCT 7110 Advanced Occupational Therapy Theory and Practice 3
- OCCT 7114 Advanced Evidence-based Practice in Occupational Therapy 3
- OCCT 7125 Population Health and Occupational Therapy 3
- OCCT 7091 Selected Topics in Occupational Therapy 1-9
- OCCT 7097 Research in Rehabilitation Sciences 3-6

Courses chosen from the Occupational Therapy course offerings.  

**Physical Therapy**
- PHYT 7801 Advanced Studies in Physical Therapy 3
- PHYT 7802 Practicum in Clinical Practice 3
- PHYT 7091 Selected Topics in Physical Therapy 1-9
- PHYT 7097 Research in Rehabilitation Sciences 3-6

Courses chosen from the Physical Therapy course offerings.  

**Physician Assistant Studies**
- PHAS 7010 Current Issues in Physician Assistant Education 3
- PHAS 7020 Physician Assistant Leadership and Governance 3
- PHAS 7030 Research Topics in Physician Assistant Clinical and Professional Practice 3
- PHAS 7091 Selected Topics in Physician Assistant Studies 1-9

Courses chosen from the Physician Assistant course offerings.  

**Respiratory Care**
- RESC 5015 Education in Respiratory Care 3
- RESC 5023 Cardiopulmonary Diagnostics and Pulmonary Function Testing 3
- RESC 7042 Advanced Clinical Practice 3
- RESC 7091 Selected Topics in Cardiopulmonary Sciences 1-9
- RESC 7097 Research in Cardiopulmonary Sciences 3-6

Courses chosen from the Master of Science Respiratory Care course offerings.  

**Speech-Language Pathology**
- MSLP 5007 Motor Speech Disorders 3
- MSLP 5009 Dysphagia in Adults and Children 3
- MSLP 5012 Cognition and Communicative Disorders 3
- MSLP 7091 Advanced Topics in Communication Sciences and Disorders 1-9

Courses chosen from the Master of Science in Speech Language Pathology course offerings.  

**Health Sciences**
- HSCI 7301 Education 3
- HSCI 7302 Research 3
- HSCI 7303 Clinical Delivery 3
- HSCI 7091 Selected Topics in Health Sciences 1-9

1 Requires approval of the student’s major advisor, the program director, and the respective department chair.

**Electives (Up To 12 Credit Hours)**

Elective courses should be a part of the student’s program plan and must be approved by the student’s major advisor, the program director and permission granted by the course instructor. Courses taken in other schools should be designated as open for cross enrollment and should follow the course cross-enrollment policies (p. 47).

**Objective/Program Outcomes**

The educational objectives of the program are designed to prepare outstanding allied health professionals to assume major educational, leadership, and research positions within their professions, as well as to provide career advancement opportunities. The program will prepare individuals for careers as faculty in colleges and universities, as educators in multiple settings, as outcome and health services researchers and as leaders within allied health, and more broadly, within health care and higher education. The program is unique in Texas, providing an interdisciplinary/interprofessional health science core and the opportunity to take additional, discipline specific course work and engage in research relevant to allied health. The outcome of the program will be a graduate who can address the larger issues of health and wellness across the health care continuum.

Each course is evaluated by students anonymously using a standardized course and instructor evaluation system (IDEA). The IDEA system (https://www.ideaedu.org/) provides each faculty, program director and department chair with a personalized on-line dashboard and a wealth of resources to improve instruction. Summary data is reviewed each semester by personnel in the School of Health Professions Dean’s office and distributed for review to each of the school’s departments. Course evaluations are reviewed by each faculty member and the program director. Suggestions for change and additions are incorporated as appropriate.

Program Outcomes Assessment includes administration and review of annual Graduate Exit Surveys, Graduate Six-Month Follow-Up Surveys, graduate job placement, and monitoring graduate career success in achieving leadership positions.

**Program Goals and Student Learning Outcomes**

The goals of the program are to: (1) prepare competent health science professionals at the doctorate level to assume leadership roles as educators, researchers and leaders; (2) provide leadership training in specific clinical-related allied health specialty areas; 3) develop individuals who can formulate appropriate questions, organize and test hypotheses, and apply research results to improve health care.
Student Learning Outcomes for the PhD in Health Sciences have been developed for each major core area and are mapped to individual courses. The four major core areas which all students must complete are: Education (12 SCH), Research and Statistics (16 SCH), Leadership (10 SCH) and Professional Track (9 SCH). The nine hours of professional track credit provides advanced cognate courses in specific allied health sciences. In addition students will take up to 12 hours of elective courses, which will be individualized based on the student's interests and career goals. The 12 hours of electives may include advanced science courses, leadership, measurement and statistics, and research courses that are available at UT Health Science Center. Elective courses will require approval by the student's major advisor.

Students must complete a minimum of 9 semester credit hours of dissertation, generally over a one-year period (at least two semesters). Because this is a PhD in Health Sciences (vs. a doctoral program in a specific allied health professional area), outcomes for the major core areas are the same for all students for the education, research and statistics and leadership core areas.

Prior to graduation, all students in the program will demonstrate achievement of the competencies described below in each of the core competency areas of education, research, and leadership. Students will also demonstrate achievement of the required competencies in their individual professional track cognate areas.

**Education Core (12 SCH)**

Upon completion of the program, the student will be able to:

1. Demonstrate enhanced critical thinking and analytical skills related to educational program design, development, implementation, administration and evaluation.
2. Exhibit the capacity for educational leadership within the setting of higher education.
3. Understand learning theory as applied to professional and adult education.
4. Apply learning theory to development and application of teaching methods and specific learning platforms.
5. Integrate learning theory and methods into the curriculum to include program and course design, delivery, administration and evaluation.
6. Integrate the historical, philosophical, social and cultural foundations of curriculum as a field of study with the development and administration of allied health professional training programs.
7. Perform a needs analysis for health science course and program development.
8. Design and implement competency-based health science program curricula.
9. Develop course descriptions, course outlines, syllabi, goals, objectives, content, learning activities and evaluation methods for specific programs and learning audiences.
10. Evaluate health science program curricula using both process and outcomes assessment.
11. Develop and implement specific teaching and learning methods for course content delivery in the classroom, teaching laboratory and clinical or practicum settings.
12. Select and apply appropriate learning platforms for course and program delivery to include traditional lecture-discussion, small group work, projects, and the use of educational technology and web-based instruction.
13. Develop criterion related testing for courses and programs to include the use of both objective and subjective testing methods and evaluation of the cognitive, psychomotor and affective domains.
14. Develop and apply program evaluation to include measurement tools and program revision based on evaluation results.
16. Work as scholar-practitioners by applying current educational research and theory to lead the development of the health science/allied health sciences.
17. Demonstrate effective teaching and evaluation methods that assure that learning occurs through:
   a. The development and/or improvement of course syllabi that facilitate assurance of learning.
   b. Preparation of effective lectures, discussions and presentations using the appropriate venue to support learning.
   c. Delivery of course topics under the guidance of faculty mentors.
   d. Evaluation of learning outcomes and feedback to students.
   e. Maintenance of a Teaching Portfolio.

**Research and Statistics (16 SCH)**

The overall aim of the research core is to enhance the student's knowledge of scientific methods to include how to define the scientific problem, the rationale behind the review of literature, selection of the research design, data analysis, results and discussions. These courses will deepen the student's knowledge and understanding of quantitative and qualitative research methods with a focus on interdisciplinary, collaborative and outcomes research in the health sciences.

Upon completion of the program, the student will be able to:

1. Demonstrate a thorough understanding of research design and methods.
2. Understand and have the ability to interpret and apply basic and advanced research statistical models.
3. Effectively evaluate and critique research reports.
4. Identify knowledge gaps for selected allied health fields, synthesize relevant information, and formulate focused research questions to address these gaps.
5. Identify specific problem areas for research and conduct a thorough review of the literature.
6. Develop and refine specific aims, research questions, and hypotheses based on the review of the literature.
7. Select and apply appropriate research methodology to address specific research questions.
8. Develop appropriate research protocols.
9. Obtain institution review board approval for conducting research studies.
10. Initiate approved research protocols and collect data.
11. Apply appropriate statistical analyses to data collected and interpret the results.
12. Write research reports and present and publish research findings.
13. Engage in collaborative, interdisciplinary research, with a focus on outcomes and evidence-based practice.
14. Conduct research as scholar-practitioners to lead the evolution of practice in professional settings.
15. Seek funding for a collaborative, interdisciplinary research agenda.
16. Address issues in research management including:
Upon completion of the program, the student will be able to:

1. Describe evidence-based methods for developing and evaluating leadership.
2. Demonstrate leadership development in an interdisciplinary health care environment.
3. Achieve interdisciplinary goals in practice, education, scholarship and service.
4. Practice in an interdisciplinary manner to model collaborative care.
5. Engage in reflective practice for continuous professional growth and improvement.
6. Demonstrate professional and ethical leadership.
7. Demonstrate the capacity for educational leadership within the setting of higher education.
8. Describe current issues and trends in health care and apply these to professional practice and research. Examples include:
   a. Health care reform
   b. Health care costs, access and quality
   c. Interdisciplinary and collaborative health care and health care research
   d. Evidence-base practice and comparative-effectiveness research
   e. Health care disparities
   f. Health care finance
   g. Workforce issues
   h. Health promotion and disease prevention
   i. Management of chronic disease
   j. Implications of targeted therapy and genetic testing
   k. Issues in higher education
9. Conduct informed thinking and planning for organizational strategies with appropriate data.
10. Apply standards of ethical leadership and management.
11. Work as scholar-practitioners by applying current research and theory to lead the development of the health science/allied health sciences.
12. Describe the principles of management as they apply to health care organizations and institutions to include planning, organizing, controlling, and directing an operational unit.
13. Apply motivational theory and conflict management to interpersonal relationships within an organization.
14. Apply principles of management and supervision to the administration of School and university academic programs and departments.
15. Demonstrate an understanding of the governance, organization, finance, and administration of institutions of higher learning.
16. Understand the attributes and skills necessary to lead and manage professional organizations as complex and adaptive systems.
17. Engage in critical thinking, analysis, and problem solving that reflects scholarly intellectual standards, incorporation of sound reasoning, and equity and fairness.

**Professional Track (9 SCH)**

Professional track cognate courses in the various professional areas in which students hold certification or licensure are provided with associated learning outcomes as follows:

Upon completion of the program, the student will demonstrate:

1. An increased knowledge base in the professional specialty area.
2. Synthesis of an interdisciplinary perspective related to everyday activities and application of these perspectives as well as knowledge generated in health science to promote evidence-based practice.
3. Presentation of research related to the professional track at state and national meetings.
4. Teaching allied health-health science students in undergraduate and/or graduate programs.
5. Initiation and participation in communities of practice and other collaborations with professionals and community members to mobilize resources to best meet learner needs and enhance professional growth.
6. Development of expertise in ways that cross conventional disciplinary lines.
7. Identification of professional venues including conferences and journals for publication and dissemination of results.
8. Presentation of research findings to peers during organized extracurricular research seminars.
9. Preparation of research manuscripts suitable for submission for publication.
11. Use of evidence based practice as part of daily clinical decision making.

**Electives (up to 12 SCH)**

Upon completion of the program, the student will demonstrate:

1. An enhanced scientific knowledge base for a better understanding of clinical systems and procedures, disease pathophysiology and management, care plans and treatment protocols.
2. Exploration of areas of scientific interest by taking science cognates in the various medical, health care systems and basic science departments of the university.
3. Exploration of areas related to interdisciplinary health care delivery, quality, health outcomes and service provision.
4. Advanced course work in the areas of education, management, and health care systems.
Assessment of Student Learning Outcomes

The assessment of student learning outcomes consists of homework assignments, tests, quizzes, class participation, attendance, etc. and the weight of the classwork in addition to other direct measures of student assessment (e.g., comprehensive qualifying examination, research proposal prospectus defense, dissertation defense) and corresponding rubrics to assess and ensure student success.

Program Policies

All students must abide by the School of Health Professions program policies and procedures (p. 234) as well as all general academic policies (p. 45) and institutional policies (p. 73) listed in this catalog.

Background Checks and Drug Screening

Background checks are required prior to matriculation. Any events that occur after the initial background check that might affect the student’s status in the program must be reported to the department immediately. Students are required to comply with additional requests for background checks at any time during their course of study.

Students are responsible for the cost and fees of any/all required background checks and drug screenings.

Immunology & Infection

The Master of Science in Immunology & Infection (MSI&I) degree program allows training in a health science campus environment with direct access and constant exposure to the biomedical community. The program ensures that our graduates will experience, first hand, and in ways unavailable to students at non-health campuses, how their training is relevant and applicable to the health care, biotech and educational professions.

All graduate students are trained by world-class scientists and educators in a cutting-edge 21st century environment. The program offers classroom and laboratory training concerned with fundamental scientific principles that link immunology and microbial infection. The curriculum achieves two main objectives: provides in the classroom an extensive knowledge base of fundamental scientific principles and provides in the laboratory opportunities to develop skills of problem solving and clinical application.

Thus, the curriculum and two-year progression through the MSI&I degree program are designed to integrate the fields of immunology and infectious disease (i.e., microbiology) so as to provide a big-picture multidimensional view of host-pathogen relationships. This will produce graduates who are also multidimensional, and prepared to contribute solutions to countless challenges that face our biotechnology research and development industries, health care infrastructure, and teaching needs. The MSI&I program is not designed simply to become just another line in a student’s resume, but to offer a rigorous and full-immersion experience that will produce thinkers and problem solvers.

Master of Science in Immunology & Infection Admissions Requirements

All of the required application information, including official transcripts from all institutions attended, must be submitted in order for an applicant to be considered by the MSI&I program Admissions Committee. In general, students should have some educational background in the biological or biochemical sciences prior to admission to the program.

Applicants must have a bachelor’s degree from an accredited institution in the U.S. or proof of an equivalent degree/training at a foreign institution, a grade point average (GPA) no lower than B (3.0 on a 4.0 scale) in the last 60 hours of coursework for a BS/BA degree, and three letters of recommendation attesting to the applicant’s readiness for graduate level studies. A general test of the Graduate Record Examination (GRE) is encouraged but not required; a lack of GRE will not count against the application.

International applicants from countries where English is not the native language must earn a minimum score of 84 on the Test of English as a Foreign Language (TOEFL) or a score of 7.0 on the Academic version of the International English Language Testing System (IELTS).

International applicants who have completed or will complete their degree prior to matriculation at an accredited U.S. institution may be exempt from the TOEFL/IELTS requirement.

Application Process

Each applicant should submit an online application through the Graduate School of Biomedical Sciences application website. After receipt of an online application, including all of the required admission materials, the MSI&I degree program Admissions Committee will review the application by considering the minimal admission requirements listed above. The MSI&I program Admissions Committee will make a recommendation first to interview and following interviews, to accept or decline the application. Recommendations will be forwarded to the Dean of the GSBS for final approval. Applicants will be formally notified of the outcome by the Graduate Dean of the GSBS. Recommendation for admission to the MSI&I program will be made for the most highly qualified applicants regardless of ethnicity, gender, age, sexual orientation, nation of origin, or disability.

Commitment to Students from Groups Underrepresented in Biomedical Sciences

The UT Health San Antonio is a designated Hispanic-Serving Institution by the U.S. Department of Education. Thus, the UT Health SA and the Department of Microbiology, Immunology & Molecular Genetics have a long history of recruiting and retaining students from groups underrepresented in the biomedical sciences into our programs.

Master of Science in Immunology & Infection Degree Requirements

Over a 2-year (4-semester) period, students are expected to fulfill all requirements of the M.S. in Immunology & Infection Program. Each semester will include a minimum of 8.0 credit hours, approximately 32 credit hours for the entire program.

Year 1: Students must enroll in all required courses and maintain a grade point average at or above 3.0 for all class work. In addition, in order to maintain satisfactory research/academic progress, students are required, prior to the end of the Year 1 Fall semester, to identify and engage a faculty member in the program who will serve as the student’s Research Advisor.

Year 2: Students must perform original research in the laboratory of their Research Advisors. Guidance and evaluation of research progress will be aided by a Research Supervising Committee. This committee, together with the Research Advisor will determine if the thesis research is adequate for granting the M.S. degree. This decision is confirmed by a
public presentation of the thesis research and a closed-door oral defense of the thesis for the benefit of the Research Supervising Committee.

**Master of Science in Immunology & Infection Sample Plan of Study**

**First Year**

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICR 5031</td>
<td>Pathogenic Microbiology</td>
<td>3.0</td>
</tr>
<tr>
<td>MICR 5051</td>
<td>Intro To Immunology</td>
<td>2.0</td>
</tr>
<tr>
<td>MICR 5091</td>
<td>Current Topics In Microbiology And Immunology</td>
<td>1.0</td>
</tr>
<tr>
<td>TSCI 5070</td>
<td>Responsible Conduct of Research</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 8.0

**Research:** Meet with faculty to identify research opportunities and seek approval for appointment of Research Advisor.

**First Year**

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICR 5025</td>
<td>Eukaryotic Pathogens</td>
<td>1</td>
</tr>
<tr>
<td>MICR 5026</td>
<td>Bacterial Pathogenesis</td>
<td>1</td>
</tr>
<tr>
<td>MICR 5027</td>
<td>Immunology</td>
<td>1</td>
</tr>
<tr>
<td>MICR 5028</td>
<td>Virology</td>
<td>1</td>
</tr>
<tr>
<td>MICR 5091</td>
<td>Current Topics In Microbiology And Immunology</td>
<td>1</td>
</tr>
<tr>
<td>CSAT 5095</td>
<td>Experimental Design And Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 8.0

Preparation for Research Year: Seek approval for Research Supervising Committee membership and meet with Research Supervising Committee to discuss Special Topic research from MICR 5091 course.

**Second Year**

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICR 6097</td>
<td>Research (*)</td>
<td>6</td>
</tr>
<tr>
<td>Elective *</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 8.0

**Research:** Meet with Research Supervising Committee, seek approval of Research Proposal, and advance to Candidacy.

**Second Year**

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICR 6097</td>
<td>Research (*)</td>
<td>6</td>
</tr>
<tr>
<td>MICR 6098</td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Elective *</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 8.0

**Research:** Complete Research, meet with Research Supervising Committee, and write and defend thesis.

* The elective taken will determine how many hours of research would be required for each semester.

**Elective Courses**

Each MSI&I student is required to take one elective course during each of the final two semesters. Courses that will satisfy this requirement may be selected from courses provided from the MSI&I program or from elective courses provided on a regular basis for PhD or MS students in Graduate School programs other than MSI&I. Regardless of who gives the course, it is expected that students will select elective courses in consultation with their Research Advisors and based on predicted enhancement of their studies and their research projects.

**Advanced Elective Courses from MS I&I and IBMS Programs**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBMS 6090</td>
<td>Seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>MICR 5029</td>
<td>Building Scientific Thinking Skills</td>
<td>2</td>
</tr>
<tr>
<td>MICR 5035</td>
<td>Emerging Trends in Immunology and Infection</td>
<td>2</td>
</tr>
<tr>
<td>IBMS 7010</td>
<td>Student Journal Club &amp; Research Presentation</td>
<td>1-2</td>
</tr>
<tr>
<td>MICR 5095</td>
<td>Current Topics in Immunobiology and Host-microbe Interactions</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Some courses are associated with a letter grade that can impact your grade point average (GPA), while some are graded S/U and do not impact your GPA.

**Elective Courses from Other Department Suggestions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 6010</td>
<td>Gene Expression and Omics</td>
<td>2</td>
</tr>
<tr>
<td>BIOC 6033</td>
<td>Cell Signaling Mechanisms</td>
<td>2</td>
</tr>
<tr>
<td>BIOC 6036</td>
<td>Macromolecular Structure &amp; Mechanism</td>
<td>2</td>
</tr>
<tr>
<td>BIOC 6037</td>
<td>Integration Of Metabolic Pathways</td>
<td>2</td>
</tr>
<tr>
<td>BIOC 6043</td>
<td>Structure &amp; Function Of Membrane Proteins</td>
<td>2</td>
</tr>
<tr>
<td>CSAT 5007</td>
<td>Methods In Cell Biology</td>
<td>1</td>
</tr>
<tr>
<td>CSAT 5023</td>
<td>Development (Spring semester only)</td>
<td>1</td>
</tr>
<tr>
<td>CSAT 5024</td>
<td>RNA Biology and Genomics (Spring semester only)</td>
<td>1</td>
</tr>
<tr>
<td>CSAT 5025</td>
<td>Genetics (Spring semester only)</td>
<td>1</td>
</tr>
<tr>
<td>CSAT 5038</td>
<td>Practical Optical Microscopy</td>
<td>1</td>
</tr>
<tr>
<td>CSAT 6021</td>
<td>Animal Models</td>
<td>3</td>
</tr>
<tr>
<td>CSAT 6048</td>
<td>Biology of Aging</td>
<td>4</td>
</tr>
<tr>
<td>CSAT 6049</td>
<td>Cellular and Molecular Mechanisms of Aging (Spring semester only)</td>
<td>2</td>
</tr>
<tr>
<td>CSAT 6050</td>
<td>Aging and Longevity Mechanisms (Spring semester only)</td>
<td>2</td>
</tr>
<tr>
<td>CSAT 6059</td>
<td>Stem Cells &amp; Regenerative Medicine (Spring semester only)</td>
<td>1</td>
</tr>
<tr>
<td>CSAT 6064</td>
<td>Genes &amp; Development</td>
<td>4</td>
</tr>
<tr>
<td>CSAT 6068</td>
<td>Cancer Biology Core 1: An Introductory Course (Fall semester only)</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Note: Some courses are associated with a letter grade that can impact your grade point average (GPA), while some are graded S/U and do not impact your GPA.
Master of Science in Immunology & Infection Objectives/Program Outcomes

As reported by Sean Gallagher in the April 4, 2014 edition of Forbes Magazine, as well as according to many in the profession of providing doctoral education in the biomedical sciences, we are on the verge of a major transformation (B. Alberts et al, "Rescuing US biomedical research from its systemic flaws"; Proc. Natl. Acad. Sci. early edition). Programs are in high demand that offer alternatives for individuals who wish to pursue careers in the biomedical sciences without needing to graduate from Ph.D. programs. The Master of Science in Immunology & Infection (MSI&I) degree program offers such an option.

Graduates of the MSI&I degree program will competently for:

- Entry-level, mid-level, and leadership positions in research and clinical laboratories, as well as in the teaching workforce.
- Positions that require a broad deep knowledge base.
- Positions that require real-world problem-solving (research) skills.
- Positions that require employees who are prepared to become immediately productive.
- Positions in 2-year community colleges that more and more are requiring instructors in the biological sciences to have master's degrees.

Integrated Biomedical Sciences (IBMS)

Overview

This Overview is designed 1) to describe the academic and administrative structure that serves as the framework for the IBMS Graduate Program, and 2) to define for IBMS Ph.D. students and faculty mentors the mechanics for meeting programmatic expectations and successfully achieving the academic and research milestones required for graduation. Information provided herein is limited to essential elements of the Program; additional details may be found in the IBMS Handbook of Policies and Procedures posted on the IBMS website.

The Integrated Biomedical Sciences (IBMS) Graduate Program is a dynamic, integrated, multidisciplinary program structured as seven thematic disciplines led by faculty from across numerous basic science and clinical departments. The academic organization of the IBMS Graduate Program is shown below as part of UT Health San Antonio, and divided into 7 academic/research disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAT 6069</td>
<td>Cancer Biology Core 2; Advanced</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Cancer Biology (Fall semester only)</td>
<td></td>
</tr>
<tr>
<td>CSAT 6074</td>
<td>Molecular Aspects Of Epigenetics</td>
<td>2</td>
</tr>
<tr>
<td>CSAT 6095</td>
<td>Analysis and Visualization of Genomic</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Data (Spring semester only)</td>
<td></td>
</tr>
<tr>
<td>INTD 6007</td>
<td>Advanced Cell Biology</td>
<td>2</td>
</tr>
<tr>
<td>INTD 6008</td>
<td>Mitochondria &amp; Apoptosis</td>
<td>1</td>
</tr>
<tr>
<td>INTD 6009</td>
<td>Advanced Molecular Biology</td>
<td>2</td>
</tr>
<tr>
<td>INTD 6062</td>
<td>Next-Generation Sequencing Data</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Academic Organization

UT Health San Antonio

Graduate School of Biomedical Sciences

Integrated Biomedical Sciences (IBMS) Graduate Program

7 academic/research disciplines

Biochemical Mechanisms in Medicine (BMM)

Cell Biology, Genetics, & Molecular Medicine (CGM)

Molecular Immunology & Microbiology (MIM)

Neuroscience (NS)

Physiology & Pharmacology (P&P)

The primary mission of the IBMS Graduate Program is to train Ph.D. students to become highly skilled thinkers and problem solvers who are thoroughly prepared to successfully enter and sustain careers in research and education. Students matriculating into the IBMS Graduate Program are given the opportunity to select a dissertation mentor from among the many IBMS Graduate Faculty, to customize their educational experiences, and to pursue their unique research interests and professional aspirations.

Faculty Mentoring. Based on the research interests of individual members of the IBMS Graduate Faculty, seven thematic “disciplines” have been designated that provide a structure and mechanism to foster interactions and facilitate teaching and research collaborations among faculty members with common interests. Therefore, each faculty member has an affiliation with one or more IBMS discipline(s).

The 7 thematic IBMS disciplines (brief descriptions can be found below and on the IBMS website):

- Biochemical Mechanisms in Medicine (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/biochemicalmechanismsofmedicine/) [BMM]
- Biology of Aging (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/biology-aging/) [BA]
- Cancer Biology (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/cancer-biology/) [CB]
- Cell Biology, Genetics & Molecular Medicine (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/cellbiology-genetics-molecularmedicine/) [CGM]
- Molecular Immunology & Microbiology (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/molecular-immunology-microbiology/) [MIM]
- Neuroscience (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/neuroscience/) [NS]
- Physiology & Pharmacology (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/physiology-pharmacology/) [PP]

Only members of the IBMS Graduate Faculty may serve as dissertation mentors for IBMS graduate students. In order to join the IBMS Graduate Faculty, candidates must demonstrate credentials indicating that they
are prepared to offer effective student mentoring, sufficient research resources, and a laboratory environment and research projects appropriate for the training of graduate students. Following review and approval by the IBMS COGS (see below), all faculty members with full-time UT Health San Antonio appointments are eligible to be appointed to the IBMS Graduate Faculty. An individual from non-UT Health San Antonio institutions may also be eligible for appointment to the IBMS Graduate Faculty, but must first receive an adjunct appointment to the faculty of a UT Health San Antonio department before consideration.

**Student Training.** Although each IBMS graduate student has access to all offerings of the IBMS Graduate Program, all students are required to identify one of the disciplines of the Program as a “primary discipline-of-interest”, and each student will follow the core curriculum (Plan of Study) provided by the executive leadership of the chosen discipline. The Plans of Study may vary slightly from discipline-to-discipline, but all Plans guarantee that the needs and preparation of each student are satisfied. Also, appropriate coordination and communication is in place to ensure that discipline activities remain consistent with the expectations and requirements of the IBMS Graduate Program.

**Administrative Structure and Responsibilities.** The IBMS Committee on Graduate Studies (COGS) is the primary governing body of the IBMS Graduate Program and is responsible for developing policies and procedures for the Program, monitoring and maintaining the academic progress of all IBMS students, and overseeing the activities of the IBMS Student Admissions Committee, IBMS Student Recruitment Committee and the IBMS Curriculum Committee. The IBMS COGS provides the organization and facilitates the communication between students and faculty, and among faculty members of all disciplines, in order to promote the primary missions of the IBMS Graduate Program and to ensure consistency, cohesiveness, integration and quality control across disciplines.

Each Discipline has a Discipline Executive Committee that is responsible for directing, monitoring and evaluating all aspects of a student’s graduate education, and ensuring that the policies and procedures established by the IBMS COGS are followed. Each Discipline is responsible for implementing its Plan of Study and for monitoring the conduct of its students. As part of the execution of its responsibilities, Disciplines report student progress to the IBMS COGS (e.g., reports of major student advances or failures in academic progress such as Qualifying Exam results, Admission to Candidacy, Research Progress, Defense of Dissertation, etc.) and, where appropriate, seek COGS approvals. Although the overall structure and procedures of the individual disciplines are designed to promote integration and collaboration among the disciplines, in order to provide the most effective training to its students, there are some expectations that are “discipline-specific”. Furthermore, although the Disciplines of the IBMS Graduate Program are not academically aligned with any specific department, strong administrative relationships with the departmental structure is maintained.

**Brief Discipline Descriptions (detailed descriptions can be found on the IBMS website)**

**Biochemical Mechanisms in Medicine (BMM).** The Biochemical Mechanisms in Medicine (BMM) discipline focuses on the molecular mechanisms underlying fundamental life processes ranging from DNA replication and repair, RNA/DNA epigenetics, protein folding and complex assembly, intercellular communication and signaling networks, and host defense against pathogens. Dysfunctions in these processes often give rise to debilitating conditions such as cancer, neurological disorders, developmental abnormalities, infectious diseases, and metabolic syndromes. BMM laboratories place special emphasis on the development of small molecules as chemical biology tools and as lead candidates in drug discovery programs.

BMM students work with faculty members dedicated to mentoring and are treated as colleagues while learning fundamental principles of biochemistry to develop new treatments for various illnesses. The BMM Discipline strives to educate its students to develop a vision of health, disease and therapy that integrates knowledge from the atomic to the cellular level, while stressing the development of core skills such as critical thinking and problem solving. Our curriculum is tailored to each student and can include courses from across all IBMS disciplines to provide the most relevant coursework for their chosen project. BMM is unique in its innovative integration of advanced tools of biochemistry, biophysics, structural biology, molecular biology, cell biology, and chemical biology in our scientific pursuits, and is well recognized for its quantitative rigor.

**Biology of Aging** (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/biology-aging/) **(BA).** The mission of the BA discipline is to train the next generation of scientists to be leaders in Geroscience, the interdisciplinary field that aims to elucidate the biological mechanisms of aging and develop therapies to ameliorate its deleterious consequences. The BA discipline is headquartered in the Barshop Institute for Longevity and Aging Studies, one of the nation’s only freestanding research buildings solely devoted to Geroscience. We offer trainees intellectual, technological and physical resources dedicated to aging research that are among the best. Our faculty are leaders in aging research, cover a broad spectrum of biomedical disciplines, and are dedicated to mentoring students to become independent scientists with expertise in the basic biology of aging as well as translational and clinical research. Resource strengths include 1) world class aging animal cores (mice, rats, naked mole rats and marmosets), 2) a functional and behavioral assessment core, 3) an aging pathology core, and 4) a core for drug development, delivery and pharmacodynamics. The Barshop Institute's faculty, Core facilities, and Research Centers are well funded by NIH and other agencies—most notably, by the National institute on Aging at one of the highest funding levels in the nation.

**Cancer Biology** (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/cancer-biology/) **(CB).** The Cancer Biology discipline is a vibrant and successful community of researchers and educators with expertise across the spectrum of bench research to bedside application and a track record of training successful graduates. Our 62 faculty members have successful programs in genomics/proteomics, DNA repair, cell signaling and receptor biology, structural biology, RNA biology, tumor immunology, metastasis, tumor microenvironment, radiology, radiation therapy, drug discovery, chemoprevention, experimental therapeutics and clinical trials. These experienced mentors, many of whom are members of the NCI-designated Mays Cancer Center, bring in nearly $50M in funding per year and collaborate with investigators across academia and industry. Our innovative curriculum integrates both basic and translational research with a strong focus on critical thinking to provide our trainees with the skills and knowledge needed for productive careers in many areas, including academia, industry, patent law/intellectual property, government, public policy, research administration and patient/survivor advocacy. After meeting academic milestones, students are eligible to apply for training grant support through our CPRIT- and NCI-funded Cancer Biology Training Programs; many are successful in securing independent funding. Our comprehensive training environment brings together faculty, curricula and infrastructure to guide our trainees in defining their own, unique, educational paths and in developing and executing research
projects that contribute to our understanding of cancer biology to meet the growing demand for scientists trained in multiple facets of cancer biology.

Cell Biology, Genetics and Molecular Medicine (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/cellbiology-genetics-molecularmedicine/) (CGM). The CGM discipline is the gateway to all basic, medical, and translational research by emphasizing the importance of cell, molecular, and genomic approaches to study the foundations of life, health, and disease. The CGM discipline is designed for graduate students with an interest in understanding biological systems and molecular mechanisms by investigating how cells function as a living unit, respond to external cues, communicate with other cells, and contribute to the homeostatic and pathological processes in complex systems. The program offers maximum flexibility and can be individually tailored to a student's specific interests in aging, cancer, genetics, immunology, virology, neuroscience, metabolism, or genomic medicine. We stress the development of a student's ability to think critically and to pursue hypothesis-driven research. We also encourage students to combine our advanced curriculum in CGM with the advanced core courses in other IBMS disciplines. Overall, the CGM discipline provides students with a comprehensive foundation in systems-based science and interdisciplinary training that can be utilized for future career development in more specialized areas of biomedical research and education.

Molecular Immunology & Microbiology (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/molecular-immunology-microbiology/) (MIM). The MIM discipline integrates studies of immunology with studies of host defense against microbial infection, autoimmune diseases, allergy, and cancer. These investigations lead to an understanding of mechanisms that: i) allow the host to resist infections by bacteria, viruses, fungi, or parasites, or ii) allow the hosts immune system to “cross the line” into pathological inflammation or allergy or autoimmunity, or iii) allow investigators to develop successful vaccines, or iv) to better predict influences of the immune system on diseases such as cancer. Together with newly renovated labs and state-of-the-art equipment and the Flow Cytometry Core, recent aggressive recruitment of numerous young faculty investigators provides a high energy integrated research environment for our students and faculty.

Neuroscience (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/neuroscience/) (NS). The NS discipline provides didactic and laboratory training in subject areas and levels of analysis ranging from molecular, cellular, and neurochemical to systems, behavioral, and clinical, all focused on the regulation and function of the nervous system. Drawing on the expertise of over 50 faculty from 5 basic science departments and 8 affiliated departments or divisions within the medical and dental schools, we emphasize a flexible program of study and research tailored to the individual needs and interests of all students in the neurosciences. Neuroscientists probe the intricate machinery of the nervous system to address such fundamental issues as how we think, move, perceive, learn and remember. Our students receive training that emphasizes analytical thinking and problem solving in a scientific environment, that is applicable to many related careers. Neuroscientists are employed in universities and medical centers, government agencies and private industry, and in related fields such as scientific publishing, policy, administration and law. The pharmaceutical and biotechnology industries hire many neuroscientists for productive and exciting careers developing new therapeutic agents to improve human health. Regardless of their ultimate career path, students will leave our program equipped with an education, research experience and a way of thinking that will prepare them for a successful future.

Physiology and Pharmacology (https://www.uthscsa.edu/academics/biomedical-sciences/programs/integrated/physiology-pharmacology/) (P&P). The P&P discipline encompasses the study of fundamental mechanisms of normal and disease function. Investigators seek to integrate information from molecular, cellular and organ/system levels to spur discoveries, which will lead to new and improved drug treatments for human and animal disease. Using sophisticated genetic and molecular tools, our scientists are unraveling the fundamental mechanisms that underlie tissue and cellular physiology, and how these processes are compromised in injury and disease. Using multidisciplinary approaches, our scientists offer a unique perspective in determining the effects of chemical agents upon biological processes at the subcellular, cellular, organ system, physiological and behavioral levels. Internationally recognized research expertise is assembled in areas of neuropharmacology, cancer pharmacology, cardiovascular disease, neurodegeneration, diabetes, addiction and pain research.

Admissions Requirements

Applications to the IBMS Graduate Program are reviewed and evaluated by the IBMS Admissions Committee. Recommendations for admission are submitted to the Dean of the Graduate School of Biomedical Sciences.

The decision to admit an applicant is based on several criteria:

Grade Point Average (GPA). Applicants to the Integrated Biomedical Sciences (IBMS) Graduate Program must have, or be in the process of completing, a bachelor’s degree with a final GPA of 3.0 or above. The average GPA of students entering the IBMS Graduate Program over the last years was 3.4 on a 4.0 point scale. Transcripts from all colleges and universities attended must be provided, indicating grades and GPAs. International transcripts must be appropriately translated by a NACES member (http://www.naces.org).

Course Requirements. Although there are no specific course requirements for admission into the IBMS Graduate Program, past experience has shown that undergraduates entering this interdisciplinary program benefit from having completed upper-division courses in cell or molecular biology, biochemistry, and genetics. In addition, successful applicants often have evidence of previous research experience.

Personal Statement. The applicant must submit two essays that describes professional goals and reasons for wishing to pursue graduate education, and in particular in the IBMS Graduate Program. In addition, descriptions of past research and/or teaching activities should be included (as an undergraduate, master’s student, summer intern, and/or as an employee at a research facility).

Letters of Recommendation. Three letters of recommendation are required. Letters should be from individuals who have information regarding academic, research, and personal accomplishments of the applicant that are predictive of success in graduate school. Letter writers should be chosen so as to enhance, not duplicate, information found in academic transcripts.

TOEFL/IELTS. International students are required to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Systems (IELTS). The minimum required score for the TOEFL is 84 (for the internet based test). A minimum band score for the Academic version of the IELTS is 7.0. Scores for either test must have been taken within two years of applying for admission.
Interviews. Top domestic candidates are invited for on-campus interviews. Interviews of applicants are conducted in January/February. Virtual interviews are conducted for top international applicants (also in January/February).

International applicants who have completed or will complete their degree prior to matriculation at an accredited U.S. institution may be exempted from the TOEFL/IELTS requirement.

**Background Checks.** UT Health San Antonio requires that applicants to all graduate programs clear a security and criminal background check prior to matriculation.

**Commitment to Students from Groups Underrepresented in the Biomedical Sciences:**

UT Health San Antonio is designated as a U.S. Department of Education designated Hispanic-Serving Institution and the IBMS Graduate Program has a long history of recruiting and retaining and graduating students from groups underrepresented in the biomedical sciences.

**Start Term:** Fall

**Degree Requirements**

It is the responsibility of each IBMS student to: 1) Successfully complete all coursework required by the IBMS Graduate Program and the specific Plan of Study of the student’s IBMS discipline; 2) Maintain a grade point average of 3.0 or greater; 3) Carry out independent and original investigation; and 4) Demonstrate an intellectual command of the subject area of the student’s research project. It is also the responsibility of each IBMS student to complete all administrative and academic milestones of the IBMS Graduate Program and adhere to the required timeline for completing those milestones (including the submission of all paperwork required to verify appropriate academic progress in the IBMS Graduate Program).

**Full-time student status** requires enrollment for a minimum of 12.0 semester credit hours per semester. Prior to graduation, every Ph.D. student must have enrolled for a minimum of 72.0 total semester credit hours. Note: Depending on the extent of classroom contact necessary to adequately prepare students for their research activities, or intrinsic differences in the time required to complete different research projects, actual total semester credit hours in the Plans of Study provided by the 7 disciplines may vary, although total semester credit hours typically will exceed the 72 semester credit hours minimum.

**Expected Academic Progression of IBMS Students.**

In any Plan of Study, there are three types of courses: i) Required IBMS courses taken by all graduate students in the IBMS Graduate Program; ii) Required discipline-specific courses taken by students who choose a particular Discipline; and iii) Advanced elective courses that may be selected, with approval of the student’s Discipline leadership, from the curricula of any IBMS discipline.

**Typical Academic Timeline** (see IBMS Handbook of Policies and Procedures for more exact details): Discipline-specific Plans of Study are shown in subsequent sections of this catalog. In general, during the IBMS Graduate Program **Year 1 Fall semester**, all students will complete the core common courses (IBMS 5000 Fundamentals of Biomedical Sciences; TSCI 5070 Responsible Conduct Of Patient-Oriented Clinical Research; and IBMS 5008 Laboratory Rotations). By the end of the Fall semester of Year 1, each student is expected to identify a permanent dissertation research mentor (supervising professor), and in consultation with the research mentor will select a particular IBMS discipline and its Plan of Study. Beginning in the **Year 1 Spring semester**, the typical Plan of Study prescribes required discipline-specific courses combined with certain IBMS common courses such as Experimental Design and Analysis, Seminar, Journal Club/Student Presentations and Research. **Years 2-5** will include a mixture of recurring IBMS courses and discipline-specific courses, with the Qualifying Examination (IBMS 7001) administered in the Spring semester Year 2, followed by Admission to Candidacy. In **Year 3**, each student will seek approval for the membership of a Dissertation Supervising Committee, and the official proposal that describes the student’s dissertation research project, and will commence meetings with the Dissertation Supervising Committee a minimum of once per semester. Each student must begin enrolling in the two semesters of Dissertation credit (IBMS 7099) required for graduation.

**Objectives/Program Outcomes**

1. The student will be able to conduct independent scientific research.
2. The student will be able to critically evaluate scientific literature.
3. The student will be able to demonstrate effective written communication skills.
4. The student will be able to demonstrate effective oral communication skills.
5. The student will be able to demonstrate professional and ethical behavior.
6. The student will be able to demonstrate mastery of core biomedical science principles.

**Biochemical Mechanisms in Medicine Sample Plan of Study**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>IBMS 5000</td>
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**Second Year**

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<td>Scientific Writing: Development and Defense of a Research Proposal</td>
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**Choice of BMM Elective Courses**

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## Second Year

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**BMM Core Courses**

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### Choice of BMM Elective Courses

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**Total Credit Hours:** 12.0

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**IBMS 7099 Dissertation (Class Section 6BMM)** 3.0

**Total Credit Hours:** 12.0

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**IBMS 7099 Dissertation (Class Section 6BMM)** 3.0

**Total Credit Hours:** 12.0

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### BMM Core Courses:

Students are required to take a total of 4 SCH of the BMM core courses (any two of BIOC 5085, BIOC 6036, BIOC 6010 or BIOC 6037). The BMM core courses are offered in the Spring semester in alternate years. **EVEN YEARS:** BIOC 5085 Biophysical Methods In Biology; BIOC 6036 Macromolecular Structure & Mechanism **ODD YEARS:** BIOC 6010 Gene Expression and Omics; BIOC 6037 Integration Of Metabolic Pathways

### BMM Elective Courses:

Students are required to take a total of 4 SCH of elective courses chosen from BMM core courses (the two that were NOT used to satisfy the BMM core course requirement above), elective courses offered by BMM (e.g. BIOC 6033 Cell Signaling Mechanisms, BIOC 6035 Drug Design And Discovery, BIOC 6043 Structure & Function Of Membrane Proteins), or courses from other disciplines, pending approval from the Discipline Director in consultation with the Supervising Professor.

### §

IBMS 7010-6BMM (Student Journal Club) and IBMS 6090-6BMM (Seminar) will be continuous requirements beginning the Spring semester of the first year until the preceding semester of the dissertation defense.

### ¶

A minimum of 2 semesters of IBMS 7099-6BMM (Dissertation) is required for graduation. A student may begin enrolling in IBMS 7099-6BMM once the Dissertation Research Proposal and the Dissertation Supervising Committee membership are approved by the GSBS Dean. Final hours (3.0 SCH) may be applicable for the final semester.
# Biology of Aging

## Sample Plan of Study

### First Year

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Fifth Year
Spring
IBMS 6090 Seminar (Class Section 2BA) 1.5
IBMS 6097 Research (Class Section 2BA) 6.5
IBMS 7010 Student Journal Club & Research Presentation (Class Section 2BA) 1.0
IBMS 7099 Dissertation (Class Section 2BA)** 3.0
Advanced Elective Coursework * variable

Total Credit Hours: 12.0

* Six (6) credit hours of electives must be taken prior to graduation. Since different elective courses vary in credit hours, Research (IBMS 6097-2BA) credit hours for a given semester should be adjusted in order to maintain a total of 12 credit hours for the semester. The menu of electives from which courses are typically selected are shown below. However, students may select, following approval of the student’s supervising professor and discipline executive committee, any accredited course offered by any program in the Graduate School of Biomedical Sciences.

Suggested Electives
- BIOC 6033 Cell Signaling Mechanisms 2
- BIOC 6043 Structure & Function Of Membrane Proteins 2
- CSAT 6059 Stem Cells & Regenerative Medicine (Spring semester only) 1
- CSAT 5007 Methods In Cell Biology 1
- CSAT 5083 Practical Optical Microscopy 1
- CSAT 6021 Animal Models 3
- INTD 5043 Fundamentals Of Neuroscience 2: Systems Neuroscience 3
- INTD 5040 Fundamentals Of Neuroscience: Molecular, Cellular, & Developmental Neuroscience 2
- INTD 5043 Fundamentals Of Neuroscience 2: Systems Neuroscience 3
- INTD 7074 Topics In Translational Medical Product Development 1
- PHAR 5091 Special Topics: Microelectives (1 Monoaminergic Neurotransmission and Transporters) 0.5-9
- PHAR 5091 Special Topics: Microelectives (2 Ion Channelopathies in Neurological Diseases) 0.5-9
- PHAR 5091 Special Topics: Microelectives (8 Neural Substances of Regulated Behaviors) 0.5-9
- PHAR 5018 Cardiovascular, Renal and Respiratory Physiology and Therapeutics 2
- PHAR 5019 Metabolism, Hormones, GI Physiology and Therapeutics 2

** A minimum of 2 semesters of IBMS 7099-2BA (Dissertation) is required for graduation. A student may begin enrolling in IBMS 7099-2BA once the Dissertation Research Proposal and the Dissertation Supervising Committee membership are approved by the GSBS Dean. Final hours (3.0 SCH) may be applicable for the final semester.

Cancer Biology
Sample Plan of Study

First Year
Fall
IBMS 5000 Fundamentals Of Biomedical Sciences 8.0
IBMS 5008 Lab Rotations 3.0
TSCI 5070 Responsible Conduct of Research 2.0

Total Credit Hours: 13.0

First Year
Spring
CSAT 5089 Graduate Colloquium 2.0
CSAT 5095 Experimental Design And Data Analysis 3.0
CSAT 6068 Cancer Biology Core 1: An Introductory Course 1.5
CSAT 6069 Cancer Biology Core 2; Advanced Cancer Biology 2.5
IBMS 6090 Seminar (Class Section 3CB) 1.5
IBMS 6097 Research (Class Section 3CB) * 1.5

Total Credit Hours: 12.0

Second Year
Fall
CSAT 5077 Scientific Writing 2.0
CSAT 6005 Rigor & Reproducibility 1.0
IBMS 6090 Seminar (Class Section 3CB) 1.5
IBMS 6097 Research (Class Section 3CB) 6.5
IBMS 7010 Student Journal Club & Research Presentation (Class Section 3CB) 1.0

Total Credit Hours: 12.0

Second Year
Spring
IBMS 6090 Seminar (Class Section 3CB) 1.5
IBMS 6097 Research (Class Section 3CB) 8.5
IBMS 7001 Qualifying Exam (Class Section 3CB) 1.0
IBMS 7010 Student Journal Club & Research Presentation (Class Section 3CB) 1.0

Total Credit Hours: 12.0
**Cancer Biology requires a minimum 6 SCH of didactic elective courses (not including practica). Since different elective courses vary in credit hours, Research (IBMS 6097-3CB) or Dissertation (IBMS 7099-3CB) credit hours for a given semester should be adjusted in order to maintain a total of 12 credit hours for the semester. The menu of electives from which courses are typically selected is shown below. However, students may select, following approval of the student’s supervising professor and discipline executive committee, any accredited course offered by any program in UT Health SA.**

### Suggested Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAT 5023</td>
<td>Development</td>
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<tr>
<td>CSAT 5024</td>
<td>RNA Biology and Genomics</td>
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</tr>
<tr>
<td>CSAT 5025</td>
<td>Genetics</td>
<td>1.0</td>
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<tr>
<td>CSAT 5083</td>
<td>Practical Optical Microscopy</td>
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</tr>
<tr>
<td>CSAT 6021</td>
<td>Animal Models</td>
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<tr>
<td>CSAT 6048</td>
<td>Biology of Aging</td>
<td>4.0</td>
</tr>
<tr>
<td>CSAT 6059</td>
<td>Stem Cells &amp; Regenerative Medicine</td>
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<tr>
<td>CSAT 6071</td>
<td>Supervised Teaching</td>
<td>1.0-12.0</td>
</tr>
<tr>
<td>CSAT 6073</td>
<td>Selective Topics In Oncology: Gynecological Cancers</td>
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</tr>
<tr>
<td>CSAT 6074</td>
<td>Molecular Aspects Of Epigenetics</td>
<td>2.0</td>
</tr>
<tr>
<td>CSAT 6095</td>
<td>Analysis and Visualization of Genomic Data</td>
<td>2.0</td>
</tr>
<tr>
<td>CSAT 6165</td>
<td>Medical Genetics</td>
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<tr>
<td>BIOC 5083</td>
<td>Hydrodynamic Methods</td>
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<td>BIOC 5085</td>
<td>Biophysical Methods In Biology</td>
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<td>BIOC 5087</td>
<td>Molecular Genetics And Biotechnology</td>
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<td>Special Topics In Biochemistry: Hydrodynamic Methods</td>
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<td>BIOC 6010</td>
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<td>BIOC 6015</td>
<td>Metabolic Disorders</td>
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<tr>
<td>BIOC 6035</td>
<td>Drug Design And Discovery</td>
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<tr>
<td>BIOC 6043</td>
<td>Structure &amp; Function Of Membrane Proteins</td>
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<td>MIRC 5027</td>
<td>Immunology</td>
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<td>Cell Responses To DNA Damage</td>
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<td>INTD 5040</td>
<td>Fundamentals Of Neuroscience1: Molecular, Cellular, &amp; Developmental Neuroscience</td>
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<td>INTD 5043</td>
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<td>INTD 6007</td>
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<td>INTD 6009</td>
<td>Advanced Molecular Biology</td>
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<tr>
<td>INTD 7074</td>
<td>Topics In Translational Medical Product Development</td>
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</table>
*** A minimum of 2 semesters of IBMS 7099-3CB (Dissertation) is required for graduation. A student may begin enrolling in IBMS 7099-3CB once the Dissertation Research Proposal and the Dissertation Supervising Committee membership are approval by the GSBS Dean, typically from Spring of Year 3 onward; Final Hours may be applicable for the final semester.

## Cell Biology, Genetics & Molecular Medicine

### Sample Plan of Study

#### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>IBMS 5000 Fundamentals Of Biomedical Sciences</td>
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<tr>
<td>IBMS 5008 Lab Rotations</td>
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<td>TSCI 5070 Responsible Conduct of Research</td>
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#### First Year

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<tr>
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<td>CSAT 5095 Experimental Design And Data Analysis</td>
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<tr>
<td>IBMS 6090 Seminar (Class Section 4CGM)</td>
<td>1.5</td>
</tr>
<tr>
<td>IBMS 6097 Research (Class Section 4CGM)</td>
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<tr>
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#### Second Year

<table>
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<tr>
<th>Fall</th>
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<tr>
<td>CGM</td>
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<tr>
<td>CSAT 5077 Scientific Writing</td>
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<td>IBMS 6097 Research (Class Section 4CGM)</td>
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<tr>
<td>IBMS 7010 Student Journal Club &amp; Research Presentation (Class Section 4CGM)</td>
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<td><strong>Total Credit Hours:</strong></td>
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#### Second Year

<table>
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#### Third Year

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#### Third Year

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<tr>
<td>IBMS 6090 Seminar (Class Section 4CGM)</td>
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#### Fourth Year

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<tbody>
<tr>
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<tr>
<td>IBMS 6097 Research (Class Section 4CGM)</td>
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<td>IBMS 7099 Dissertation (Class Section 4CGM)</td>
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#### Fourth Year

<table>
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<tr>
<th>Spring</th>
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<tr>
<td>IBMS 6090 Seminar (Class Section 4CGM)</td>
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<tr>
<td>IBMS 6097 Research (Class Section 4CGM)</td>
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<td>IBMS 7010 Student Journal Club &amp; Research Presentation (Class Section 4CGM)</td>
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#### Fifth Year

<table>
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<th>Fall</th>
<th>Credit Hours</th>
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<tbody>
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<td>IBMS 6090 Seminar (Class Section 4CGM)</td>
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<tr>
<td>IBMS 6097 Research (Class Section 4CGM)</td>
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<td>IBMS 7010 Student Journal Club &amp; Research Presentation (Class Section 4CGM)</td>
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Fifth Year

Spring

<table>
<thead>
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<th>Course</th>
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<tr>
<td>IBMS 6090 Seminar (Class Section 4CGM)</td>
<td>1.5</td>
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<tr>
<td>IBMS 6097 Research (Class Section 4CGM)</td>
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<td>IBMS 7010 Student Journal Club &amp; Research Presentation (Class Section 4CGM)</td>
<td>1.0</td>
</tr>
<tr>
<td>IBMS 7099 Dissertation (Class Section 4CGM)</td>
<td>3.0</td>
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</tbody>
</table>

Total Credit Hours: 12.0

* CGM Advanced Core Courses (4 SCH required)

Students will choose from among these required core courses to total 4 credit hours.

Please note: Students may mix and match any of the individual modules from either course to total a final of 4 SCH.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>INTD 5007 Advanced Cellular And Molecular Biology (4 SCH) (Spring semester only)</td>
<td>1.0</td>
</tr>
<tr>
<td>INTD 6009 Advanced Molecular Biology (2 SCH) (Yew)</td>
<td>1.0</td>
</tr>
<tr>
<td>INTD 6007 Advanced Cell Biology (2 SCH) (Sun)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

** Register for IBMS 5008 Lab Rotations (1 SCH) for additional rotation if needed and adjust Research credit hours.

** CGM Advanced Elective Courses (4 SCH required)

Students may choose from among the following elective courses to total 4 credit hours. Although students may choose from among any graduate level course offered at the UT Health SA, the following list of courses might be of special interest to CGM students.

& Supervised Teaching is not a requirement, but can be taken as an elective for 1-2 semester credit hours, typically during Year 3 but can also be taken in other years. Research credit hours can be adjusted as needed to maintain a total of 12 semester credit hours.

§ Supervised Teaching is not a requirement, but can be taken as an elective typically during Years 2 or 3.

± IBMS 7010-4CGM is a continuous requirement beginning in the Fall semester of the second year until the preceding semester of the dissertation defense.

¶ A minimum of 2 semesters of IBMS 7099-4CGM (Dissertation) is required for graduation. A student may begin enrolling in IBMS 7099-4CGM once the Dissertation Research Proposal and the Dissertation Supervising Committee membership are approved by the GSBS Dean.

¶¥ Final Hours for 3.0 SCH may be applicable for the final semester. Note that Final Hours can only be taken one time.

### Additional CGM core courses in any combination

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CSAT 5025 Genetics (Spring semester only)</td>
<td>1.0</td>
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<tr>
<td>CSAT 5024 RNA Biology and Genomics (Spring semester only)</td>
<td>1.0</td>
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<tr>
<td>CSAT 5023 Development (Spring semester only)</td>
<td>1.0</td>
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<tr>
<td>CSAT 6059 Stem Cells &amp; Regenerative Medicine (Spring semester only)</td>
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<td>INTD 6009 Advanced Molecular Biology (Spring semester only)</td>
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<tr>
<td>INTD 6007 Advanced Cell Biology (Spring semester only)</td>
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### Other discipline and departmental courses in any combination

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<tr>
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<tr>
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<td>CSAT 5083 Practical Optical Microscopy</td>
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<td>CSAT 6021 Animal Models</td>
<td>3.0</td>
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<td>CSAT 6049 Cellular and Molecular Mechanisms of Aging (Spring semester only)</td>
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<tr>
<td>CSAT 6050 Aging and Longevity Mechanisms (Spring semester only)</td>
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<td>CSAT 6068 Cancer Biology Core 1: An Introductory Course (Fall semester only)</td>
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<td>CSAT 6069 Cancer Biology Core 2; Advanced Cancer Biology (Fall semester only)</td>
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<tr>
<td>CSAT 6071 Supervised Teaching</td>
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<tr>
<td>CSAT 6074 Molecular Aspects Of Epigenetics</td>
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<tr>
<td>CSAT 6095 Analysis and Visualization of Genomic Data (Spring semester only)</td>
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<td>INTD 6008 Mitochondria &amp; Apoptosis (Fall semester only)</td>
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<td>INTD 5040 Fundamentals Of Neuroscience1: Molecular, Cellular, &amp; Developmental Neuroscience</td>
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<td>MICR 5025 Eukaryotic Pathogens (Spring semester only)</td>
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<tr>
<td>MICR 5028 Virology (Spring semester only)</td>
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<tr>
<td>MICR 6052 Advanced Immunobiology (Spring semester only)</td>
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<tr>
<td>MMED 6016 Advanced Molecular, Cellular, and Synthetic Biology (Fall semester only)</td>
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<td>MMED 5015 Modern Methods in Molecular Analysis (Fall semester only)</td>
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<td>PHAR 5013 Principles Of Pharmacology &amp; Physiology 1</td>
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<tr>
<td>PHYL 5041 Excitable Membranes</td>
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### Sample Plan of Study

#### First Year

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>IBMS 5000</td>
<td>Fundamentals Of Biomedical Sciences</td>
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<td>IBMS 5008</td>
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**Total Credit Hours:** 13.0

#### First Year

**Spring**

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<td>Research (Class Section 5MIM)</td>
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<td>MICR 5026</td>
<td>Bacterial Pathogenesis</td>
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<tr>
<td>MICR 6052</td>
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**Total Credit Hours:** 12.0

#### Second Year

**Fall**

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**Total Credit Hours:** 12.0

**Spring**

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**Total Credit Hours:** 12.0

#### Third Year

**Fall**

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**Total Credit Hours:** 12.0

**Spring**

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**Total Credit Hours:** 12.0

#### Fourth Year

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#### Fifth Year

**Fall**

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**Total Credit Hours:** 12.0
IBMS 7099  Dissertation (Class Section 5MIM) ** 3.0
MICR 5090  Research Progress Report 1.0

Total Credit Hours: 12.0

Fifth Year
Spring

IBMS 6090  Seminar (Class Section 5MIM)  1.5
IBMS 6097  Research (Class Sections 5MIM)  5.5
IBMS 7010  Student Journal Club & Research Presentation
(Class Section 5MIM)  1.0
IBMS 7099  Dissertation (Class Section 5MIM) ** 3.0
MICR 5090  Research Progress Report 1.0

Total Credit Hours: 12.0

* A minimum of one advanced elective is required. Since different electives vary in credit hours, research credit hours for a given semester should be adjusted in order to maintain a total of 12 credit hours for the semester. A menu of relevant electives from which courses may be selected is shown below. However, students may select, following approval of the student’s supervising professor and discipline executive committee, any accredited course offered by any program at UT Health SA.

Relevant Electives

Primary Suggestions

MICR 5035  Emerging Trends in Immunology and Infection  2

Secondary Suggestions

MICR 5095  Current Topics in Immunobiology and Host-microbe Interactions  1

Relevant Electives

Primary Suggestions

MICR 5035  Emerging Trends in Immunology and Infection  2

Secondary Suggestions

MICR 5095  Current Topics in Immunobiology and Host-microbe Interactions  1

Neuroscience
Sample Plan of Study

First Year
Fall

IBMS 5000  Fundamentals Of Biomedical Sciences  8.0
IBMS 5008  Lab Rotations  3.0
TSCI 5070  Responsible Conduct of Research  2.0

Total Credit Hours: 13.0

First Year
Spring

CSAT 6005  Rigor & Reproducibility  1.0
CSAT 6024  RNA Biology and Genomics (Spring semester only)  1
CSAT 6025  Genetics (Spring semester only)  1
CSAT 5083  Practical Optical Microscopy  1
CSAT 6005  Rigor & Reproducibility  1
CSAT 6021  Animal Models  3
CSAT 6048  Biology of Aging  4
CSAT 6049  Cellular and Molecular Mechanisms of Aging (Spring semester only)  2
CSAT 6050  Aging and Longevity Mechanisms (Spring semester only)  2
CSAT 6059  Stem Cells & Regenerative Medicine (Spring semester only)  1

Total Credit Hours: 12.0

Second Year
Fall

CSAT 6005  Rigor & Reproducibility  1.0
IBMS 6090  Seminar (Class Section 7NS)  1.5
IBMS 6097  Research (Class Section 7NS)  0.5

** A minimum of 2 semesters of IBMS 7099-5MIM (Dissertation) is required for graduation. A student may begin enrolling in IBMS 7099-5MIM once the Dissertation Research Proposal and the Dissertation Supervising Committee membership are approval by the GSBS Dean. Final hours (3.0 SCH) may be applicable for the final semester.
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Advanced Electives *<sup>1</sup> variable

Total Credit Hours: 12.0

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Total Credit Hours: 12.0

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Advanced Electives *<sup>1</sup> variable

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### Fifth Year
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Advanced Electives *<sup>1</sup> variable

Total Credit Hours: 12.0

§ If additional laboratory rotations are required, research credit hours may be reduced accordingly in order to maintain a total of 12.0 SCH for the semester.

* Recommended electives are shown below (minimum of 4 credit hours required prior to graduation). However, alternate electives can also be selected from any accredited courses offered at UT Health SA, but must be approved by the student’s discipline director and the student’s supervising professor. Research hours and elective credit hours can be adjusted as needed to maintain a total of 12 credit hours each semester.

### Recommended Electives

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<td>Gene Expression and Omics</td>
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<td>BIOC 6033</td>
<td>Cell Signaling Mechanisms</td>
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<td>BIOC 6035</td>
<td>Drug Design And Discovery</td>
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### Physiology & Pharmacology

#### Sample Plan of Study

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**A minimum of 2 semesters of IBMS 7099-7NS (Dissertation) is required for graduation. A student may begin enrolling in IBMS 7099-7NS once the Dissertation Research Proposal and the Dissertation Supervising Committee membership are approval by the GSBS Dean. Final hours (3.0 SCH) may be applicable for the final semester.**

## First Year

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**Electives Courses**

**Total Credit Hours:** 12.0

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- If additional laboratory rotations are required, research credit hours may be reduced accordingly in order to maintain a total of 12.0 SCH for the semester.
- Since different electives vary in credit hours, research credit hours for a given semester should be adjusted in order to maintain a total of 12 credit hours for the semester. Students must enroll in a minimum of 4 credit hours of electives to graduate. The menu of PHYS/PHARM electives from which courses are typically selected is shown below. However, students may select, following approval of the student’s supervising professor and discipline executive committee, any accredited course offered by any program at UT Health SA.

### Suggested elective options include:

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<td>BIOC 6035</td>
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<td>Bridging The Gap From Bench To Bedside: Pharmacology Clinical Practicum</td>
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**Master of Science in Medical Health Physics**

The Master of Science in Medical Health Physics degree program trains students to: (1) administer radiation protection programs; (2) monitor ionizing radiation exposure of workers, providers, patients, and visitors to the facility; (3) establish radiation safety procedures; and (4) evaluate the compliance of a medical facility with state and federal radiation safety regulations. Students also are trained to anticipate, recognize, evaluate and control the potential hazards of non-ionizing radiation including microwaves and laser-emitting equipment. In addition, students are prepared to teach courses in radiation physics and biology and to review research projects involving radiation work of various scientific disciplines.

The curriculum provides an opportunity for students to acquire a core of fundamental knowledge through a synergistic program of formal courses, seminars, teaching opportunities, and hands-on research experience. Each student is encouraged to design, with the assistance of a research advisor, an individual course of study consistent with their professional career goals.

**Admissions Requirements**

Graduate Record Exam (GRE) general test and a minimum GPA of 3.0/4.0 are required. Three letters of recommendation are required. During the application process, essays stating (1) the reasons for your interest in Medical Health Physics, (2) a description of professional goals and (3) an outline of your undergraduate, industrial or summer research, as well as teaching experience and clinical experience are required.

Students accepted into the CAMPEP-accredited (www.campep.org (http://www.campep.org/)), M.S. in Medical Health Physics degree program shall have acquired a strong foundation in basic Physics. This should be documented by either an undergraduate degree in physics or a degree in a related engineering or physical science with coursework that is equivalent to a minor in Physics (includes at least three upper-level undergraduate physics courses). Applicants also must have undergraduate credit for the following courses: 1) Chemistry: one semester of general chemistry; 2) Mathematics: through calculus and ordinary differential equations; 3) Computer Science or Programming: one semester. The program requires a bachelor's degree in natural science or engineering. The admission process includes review of academic history as well as experience and goals of the applicant. Virtual and on-campus interviews are conducted for qualified applicants selected by the Admissions Committee. International applicants must meet all international applicant requirements (https://www.uthscsa.edu/academics/biomedical-sciences/admissions/international-applicants/).

Applicants from countries where English is not the native language must submit test scores from either the Test of English as a Foreign Language (TOEFL: minimum score of 84 on the internet version) or a band score of 7.0 on the academic version of the International English Language Testing System (IELTS). Scores on TOEFL or IELTS tests taken more than two years prior to the date of matriculation will not be accepted.

International applicants who have completed or will complete their degree prior to matriculation at an accredited US Institution may be exempted from the TOEFL/IELTS requirement.

All transcript from foreign institutions must be evaluated by an accredited credentialing service (https://www.naces.org/). Evaluations must include 1.) A listing of all courses in English; and 2.) A final grade point average (4.0 scale) for all courses taken (not just science courses).

**Degree Requirements**

A minimum of 30 credit hours and a minimum overall GPA of 3.0 is required for the M.S. degree. In addition, all master’s candidates must register for Thesis for at least one semester in order to graduate. The student must successfully defend a thesis and be recommended by their program COGS for approval of their degree to the Dean of the Graduate School of Biomedical Sciences.

**Plan of Study**

**First Year**

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<tr>
<th>Fall</th>
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<tr>
<td>RADI 5001</td>
<td>Basic Radiation Safety</td>
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<td>RADI 5005</td>
<td>Fundamentals Of Radiation Dosimetry</td>
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<td>RADI 5015</td>
<td>Physics Of Diagnostic Imaging</td>
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<td>Physics Of Radiotherapy</td>
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<td>RADI 5020</td>
<td>Principles of Health Physics</td>
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<td>RADI 5090</td>
<td>Radiological Sciences Seminar</td>
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RADI 6012  Phys Nuclear Medi Imaging  3
RADI 6024  Radiological Anatomy & Physiology  3

Total Credit Hours:  12.0

Second Year

Fall  Credit Hours
RADI 5025  Molecular Oncology & Radiobiology  3
RADI 6021  Prin/Health Physics 2  3
RADI 6097  Research  3
RADI 5090  Radiological Sciences Seminar  1
RADI 6049  Intro To Magnetic Resonance  2

Total Credit Hours:  12.0

Second Year

Spring  Credit Hours
RADI 5018  Physics Measurements In Imaging Lab  2
RADI 6098  Thesis  6
RADI 6016  Physics of Diagnostic Imaging 2  3
RADI 6071  Supervised Teaching  1

Total Credit Hours:  12.0

Objectives/Program Outcomes
1. Proficiency in Core Biomedical and Medical Health Physics Principles
2. Capacity to Conduct Biomedical Research
3. Critically Review and Interpret Research Literature
4. Demonstrate Competence in Written Communication
5. Demonstrate Competence in Verbal Communication
6. Conduct Research in an Ethical Manner

Medical Physics

The Doctorate of Medical Physics (D.M.P) program aims to enhance and standardize clinical training for medical physicists. Whereas the medical physics Ph.D. program offered at the Health Science Center prepares the students for a research career in medical physics, the D.M.P is a professional degree that prepares the students for a clinical career in either imaging or therapeutic medical physics. This four year degree program is similar in structure to other professional degrees, such as the M.D., D.D.S., D.V.M., in that it combines a didactic and clinical training curriculum throughout the four years of studies. A student is admitted to either the imaging or the therapy track and must remain in that track for the duration of their studies.

This is an interdisciplinary program that is housed in the Graduate School and is administered through the Departments of Radiation Oncology and Radiology, with faculty from both departments contributing to the didactic and clinical training. The program is accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP).

Admissions Requirements

A Baccalaureate degree in a natural science or engineering discipline is required. A degree in any other field must include sufficient science and mathematics courses to give the applicant the equivalent of a degree in natural science or engineering. Applicants must have undergraduate credit for the following courses:

1. Biology: One semester of general biology;
2. Chemistry: One semester of general chemistry;
3. One semester of Human Anatomy OR Physiology (strongly preferred but not required);
4. Physics: Include at a minimum Modern Physics, Modern Physics Lab, Electricity & Magnetism, Classical Mechanics, and Quantum Mechanics;
5. Mathematics: Through calculus and ordinary differential equations;
6. Computer Science: Introduction to Computer Science (one semester)

Graduate Record Exam (GRE) general test and a minimum GPA of 3.0 on a 4.0 scale are required. Three letters of recommendation are required. During the application process, essays stating the reasons for the applicant’s interest in medical physics, description of professional goals and an outline of any undergraduate, industry or summer research, teaching experience and clinical experience are required.

International applicants who have completed or will complete their degree prior to matriculation at an accredited US Institution may be exempted from the TOEFL/IELTS requirement.

The admission process includes a review of the academic history as well as the experience and goals of the applicant. Virtual interviews are conducted for qualified applicants that are selected by the Admissions Committee.

Degree Requirements

A minimum of 98 credit hours (48 of which are clinical rotations) and a minimum overall GPA of 3.0 are required for the D.M.P degree. The student is required to demonstrate intellectual command of the subject area and proficiency in all aspects of their chosen clinical specialization. A Core Knowledge Exam (CKE) shall be scheduled for all first year DMP students. The students have two opportunities to take and pass the CKE before the start of the second year. Failure to pass is an automatic dismissal from the program.

DMP students are required to complete eight hours of community service/volunteer hours each academic year. Students may choose where to complete these hours. They are encouraged to complete hours as a team, join an established volunteer activity within the university, in the community or participate in local ‘Days of Service’.

DMP students are required to complete all ethics and professionalism modules in the Radiological Society of North America online training center. These modules fully encompass the ethics scenarios DMP students might run into within their profession. These modules will replace the GSBS requirement for TSCI 5070 Responsible Conduct of Research.

D.M.P. - Therapy Track

First Year

Fall  Credit Hours
RADI 5015  Physics Of Diagnostic Imaging 1  3
RADI 6030  Physics Of Radiotherapy  3
RADI 5005  Fundamentals Of Radiation Dosimetry  3
### First Year

**Spring**
- RADI 6033: Advanced Radiotherapy Physics, 3 credits
- RADI 5020: Principles of Health Physics 1, 3 credits
- RADI 6012: Phys Nuclear Medi Imaging, 3 credits
- RADI 6023: Introduction To Clinical Medical Physics Practice, 1 credit
- RADI 6024: Radiological Anatomy & Physiology, 3 credits

Total Credit Hours: **13.0**

### Second Year

**Fall**
- RADI 6030: Physics Of Radiotherapy, 3 credits
- RADI 5005: Fundamentals Of Radiation Dosimetry, 3 credits
- RADI 6023: Introduction To Clinical Medical Physics Practice, 1 credit
- RADI 5015: Physics Of Diagnostic Imaging 1, 3 credits
- RADI 6030: Physics Of Radiotherapy, 3 credits
- RADI 5005: Fundamentals Of Radiation Dosimetry, 3 credits
- RADI 6023: Introduction To Clinical Medical Physics Practice, 1 credit
- RADI 5015: Physics Of Diagnostic Imaging 1, 3 credits

Total Credit Hours: **12.0**

### Third Year

**Fall**
- RADI 6025: Therapy Clinical Rotation 1, 12 credits

Total Credit Hours: **12.0**

**Spring**
- RADI 6026: Clinical Therapy Rotation 2, 12 credits

Total Credit Hours: **12.0**

### Fourth Year

**Fall**
- RADI 6032: Therapy Clinical Rotation 3, 12 credits

Total Credit Hours: **12.0**

### D.M.P. - Imaging Track

**First Year**

**Fall**
- RADI 5051: Methods in Dosimetry & Shielding Design, 2.5 credits
- RADI 6023: Introduction To Clinical Medical Physics Practice, 1 credit
- RADI 5015: Physics Of Diagnostic Imaging 1, 3 credits
- RADI 6030: Physics Of Radiotherapy, 3 credits
- RADI 5005: Fundamentals Of Radiation Dosimetry, 3 credits
- RADI 6023: Introduction To Clinical Medical Physics Practice, 1 credit
- RADI 6049: Intro To Magnetic Resonance, 2 credits

Total Credit Hours: **12.0**

**Spring**
- RADI 6023: Introduction To Clinical Medical Physics Practice, 1 credit

Total Credit Hours: **13.0**

**Second Year**

**Fall**
- RADI 6025: Molecular Oncology & Radiobiology, 3 credits
- RADI 6035: Methods in Dosimetry & Shielding Design, 2.5 credits
- RADI 6023: Introduction To Clinical Medical Physics Practice, 1 credit
- RADI 6025: Molecular Oncology & Radiobiology, 3 credits

Total Credit Hours: **12.0**

**Spring**
- RADI 6023: Introduction To Clinical Medical Physics Practice, 1 credit

Total Credit Hours: **13.0**

**Third Year**

**Fall**
- RADI 6025: Therapy Clinical Rotation 1, 12 credits

Total Credit Hours: **12.0**

**Spring**
- RADI 6026: Clinical Therapy Rotation 2, 12 credits

Total Credit Hours: **12.0**

**Fourth Year**

**Fall**
- RADI 6032: Therapy Clinical Rotation 3, 12 credits

Total Credit Hours: **12.0**

**Spring**
- RADI 6034: Therapy Clinical Rotation 4, 12 credits
- RADI 6097: Research, 1 credit

Total Credit Hours: **13.0**
RADI 5018  Physics Measurements In Imaging Lab  2
Total Credit Hours:  12.0

Third Year
Fall
RADI 6027  Imaging Physics Clinical Rotation 1  12
Total Credit Hours:  12.0

Spring
RADI 6039  Imaging Physics Clinical Rotation 2  12
Total Credit Hours:  12.0

Fourth Year
Fall
RADI 6040  Imaging Physics Clinical Rotation 3  12
Total Credit Hours:  12.0

Spring
RADI 6043  Imaging Physics Clinical Rotation 4  12
RADI 6097  Research  1
Total Credit Hours:  13.0

Objectives/Program Outcomes
1. Proficiency in core biomedical and radiological science principles
2. Critically review and interpret literature on clinical research in your chosen study discipline
3. Conduct clinical research in an ethical manner
4. Demonstrate competence in written communication
5. Demonstrate competence in verbal communication
6. Demonstrate competence as a clinician in your chosen study discipline

Nursing Science

The Doctor of Philosophy (Ph.D.) in Nursing prepares students for careers as clinical nurse scientists and faculty. Admission into the program is only offered once a year, with an application deadline of April 1st for students to begin classes in Fall. Admission can occur at the Post-BSN or Post-MSN levels. The Ph.D. program is rooted in foundations of theory and research with the expectation of students to become teachers and disseminators of knowledge in the field of Nursing.

Ph.D. Admissions Requirements
Program Length: 3 – 6 Years

Admissions Requirements:
To be considered for admission to the Doctor of Philosophy in Nursing Program the following factors are required:

- Online application submitted via NursingCAS (http://www.nursingcas.org/). View a video overview (http://www.screencast.com/t/TYbelPyAD/) on completing NursingCAS application.
- NursingCAS application fee
- Bachelors in Nursing and/or Masters in Nursing from a nationally accredited school of nursing (NLNAC, CCNE)
- Submit official transcript(s) from each post-secondary institution attended, even if no degree awarded, to NursingCAS. International transcripts must be evaluated by an accredited foreign credential service. *Visit the nursing admissions website for more information regarding international applicant requirements (https://www.uthscsa.edu/academics/nursing/admissions/foreign-coursework/).
- Grade Point Average of "B" (3.0 on a 4.0 scale) or higher on the student's last 60 hours of credit
- Must meet the TOEFL/IELTS requirements of the Graduate School of Biomedical Sciences (https://www.uthscsa.edu/academics/biomedical-sciences/admissions/international-applicants/).
- Licensure as a Registered Nurse in Texas or Compact State.
- Current BLS for Healthcare Providers Certification through the American Heart Association.
- Current Required Immunizations (p. 76)
- Proof of Current Health Insurance Coverage (http://students.uthscsa.edu/studentlife/2013/03/health-insurance/)
- Clear Criminal Background Check
- Three Professional References (Submit via NursingCAS Application)
- Current resume or curriculum vita
- School of Nursing application fee
- Interview and Admission Essay

Application Deadline: Deadline for fall entrance is April 1 (Ph.D. applications are accepted only once each year)

Start Term: Fall

Contact:
Office of Admissions
School of Nursing
UT Health Science Center at San Antonio
7703 Floyd Curl Drive, MSC 7945
San Antonio, Texas 78229-3900
Phone: 210-567-0341
Toll Free: 877-235-0341
FAX 210-567-6189
http://nursing.uthscsa.edu/

Ph.D. Degree Requirements and Graduation

Students may enter the Ph.D. program post baccalaureate degree in nursing or post master’s degree in nursing.

Full-time and part-time study options are available. Part-time study for doctoral students is defined as six semester credit hours or two courses in the Fall and Spring semesters and one course in the Summer semester. Full-time study for doctoral students is defined as nine semester credit hours or three courses in the Fall and Spring semesters and two courses in the Summer semester.

Students complete a minimum of 81 semester credit hours (which includes previous graduate course work) in three to six years.
All policies of the Graduate School of Biomedical Sciences [http://gsbs.uthscsa.edu](http://gsbs.uthscsa.edu/) are applicable to this program of study.

### Ph.D. Nursing Science Plan of Study
#### Post-BSN to Ph.D. Full-Time

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### Fifth Year

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* Part time plan of study varies for the BSN to Ph.D., please contact department

§ 9 hours of Cognate courses must be completed prior to or during the same term as Qualifying Exams

### Post-MSN to Ph.D. Full-Time

#### First Year

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### First Year

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## Third Year
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## Fourth Year
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## Fourth Year
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§ 6 hours of Cognate courses must be completed prior to or during the same term as Qualifying Exams

### Ph.D. Program Outcomes
At the completion of the doctoral program the student will:

1. Advance the discipline of nursing through the generation of new knowledge and theory.
2. Demonstrate excellence as a clinical researcher in the health sciences in a focal area of nursing.
3. Synthesize theories from natural and/or behavioral sciences for application to a specific area of nursing.
5. Assume nurse scientist roles within academic health centers and other interdisciplinary health sciences and educational institutions.
6. Evaluate the value and knowledge components of philosophical and ethical dimensions of issues confronting healthcare and nursing.
The Ph.D. in Nursing program is offered by UT Health San Antonio School of Nursing (SON). The Ph.D. degree is awarded by UT Health San Antonio Graduate School of Biomedical Sciences.

**Ph.D. Program Policies**

**General Information**

Information about academic progression, policies, or procedures, as well as curriculum information, may be obtained from the Office for Academic Affairs.

**Current Licensure as a Registered Nurse**

Each graduate nursing student is required to maintain current licensure in good standing as a registered nurse in Texas, or a Compact State with multistate privileges, throughout the graduate program. Students must provide a copy of the license verification to the Office for Academic Affairs. Failure to maintain a current license in good standing or to produce proof of current licensure in good standing is grounds for dismissal from the program.

**Advisement**

Each student enrolled in the graduate program is assigned an advisor in the Office for Academic Affairs.

**Dissertation**

The Graduate School Instructions for Preparation and Submission of Thesis, Dissertations, and Dissertation Abstracts and forms for advisor approval are available from the GSBS website. Doctoral students should obtain a copy of the Guidelines that provide information about the dissertation process.

**Teaching Assistants**

Opportunities are available for graduate nursing students enrolled part-time to work as teaching assistants in the School of Nursing. Interested applicants should contact the Office for Academic Affairs in the School of Nursing for additional information.

**Transfer of Credit**

Academic work for the Ph.D. in Nursing are usually completed within the Health Science Center. However, students may, with the approval of the Committee on Graduate Studies (COGS), transfer from another accredited institution a maximum of six semester credit hours (9 quarter hours) of graduate credit applicable to their course of study leading toward the Ph.D. in Nursing degree.

Approval of transfer credit requires that the student be enrolled in the graduate program. The student must complete a Request for Transfer of Credit form and submit it to the Office for Academic Affairs with an official course description from the Catalog and must make certain that an official transcript, sent directly from the college or university attended, is in her/his file or request that a transcript be sent as soon as the course is completed. All courses must have been completed not more than five years before the degree is awarded. Courses in which a grade of C or less has been earned will not be accepted for transfer. The student may obtain additional information about materials that must be submitted with the petition from the Office for Academic Affairs.

**Honors**

A graduate nursing student whose grade point average is 4.0 is awarded her/his degree with High Honors.

**Grades and Grade Point Average**

The standing of students in their work is expressed by five grades: A (above average graduate work), B (average graduate work), C (below average graduate work), D (failing graduate work), and F (failing graduate work). D and F grades are not acceptable for graduate credit. Students may also register in certain courses on a pass/fail basis, in which case the grade is recorded as either Pass (P) or Fail (F) and no letter grade is assigned.

Other symbols used in reporting the standing of students in their classes are: W=withdraw; I=incomplete; IP=in progress (for selected courses); S=satisfactory; U=unsatisfactory; P=pass; NP=no pass; AU records an audited course. U and NP are equivalent to a grade of F.

Courses in which a student receives a D, F, U, or NP will not be counted toward the total number of courses and/or hours required for a graduate degree in the School of Nursing or the Graduate School of Biomedical Sciences. However, all grades (A to F) are included in the computation of the grade point average. In computing the grade point average, the following scale of points per semester credit hour is used:

- A = 4 points (90-100)
- B = 3 points (80-89)
- C = 2 points (75-79)
- D = 1 point (66-74)
- F = 0 points (65 or below)

Note: Final numeric grades are calculated to two decimal places and rounded mathematically as follows:

- Less than 0.50 – Round down to next whole number – (i.e. “89.49” would be rounded to “89”)
- 0.50 or greater – Round up to next whole number – (i.e. “90.50” would be rounded to “91”)

**Progression in the Graduate Program**

To continue in the PhD program, a student must:

- absolve any contingencies related to admission to the program within the time period stated in the letter of admission, or within the first semester if not stated;
- maintain satisfactory progress (B average in first 9 hours) if conditionally admitted;
- receive no more than one C in any course;
- maintain a minimum cumulative grade point average of B (3.0) for all courses taken while enrolled in the graduate program.

Should a student fail to meet the criteria for continuance in the program, her/his progress will be reviewed by the Committee on Graduate Studies (COGS) which may:

- impose conditions as requirements for continuation in the program, or
- terminate the student’s enrollment in the program, with the consent of the Dean of the School of Nursing or the Dean of the Graduate School of Biomedical Sciences (http://gsbs.uthscsa.edu/).
Scholastic Probation
A student whose cumulative grade point average falls below 3.0 will be placed on probation and warned that continuation in the graduate program is in jeopardy.

The progress of students on scholastic probation will be reviewed by the Committee on Graduate Studies (COGS) each semester. A student on scholastic probation will not be admitted to candidacy nor awarded a degree. Satisfactory progress toward the degree is required throughout the student’s enrollment. The Committee on Graduate Studies (COGS) may terminate a student’s enrollment at any time if the student does not meet the criteria for continuance in the program.

Probation Policy and Procedure
1. Definition: Probation is the status of the student whose progression in the program may be delayed, interrupted or conditional due to the criteria listed below.

2. Criteria for Probation in the Nursing Program includes any one of the following:
   a. Earning a grade of C in a graduate course
      i. The student will be on probation the remainder of their program
   b. Earning a grade in a graduate course that drops the GPA below 3.0
   c. Failure to meet any of the School of Nursing Policies related to academic or professional conduct
   d. Failure to meet the terms of professional integrity standards defined in the current University Catalog, the Texas State Board of Nursing Nurse Practice Act (http://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp), the Texas State Board of Nursing Rules and Regulations (http://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp) and the American Nurses Association Code of Ethics (http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/).

3. Probation Procedure
   a. Initial Review of Recommendation for Probation
      i. A student who receives a final grade of C in a course will be notified of his/her probation status by the Office for Academic Affairs
      ii. The student may present his/her case to the Associate Dean for Graduate Studies, if requested in writing, within 3 business days of notification of the probation recommendation. If the student wishes to bring a person outside of the School of Nursing to the meeting, he/she must indicate this in the request to the Associate Dean for Graduate Studies. If the person attending the meeting with the student is an attorney, the meeting will be held with the University attorney present.
   b. If a student is in validation of the criteria for probation one or more of the following actions will occur:
      i. Earning a Grade of C or a grade that drops the GPA below 3.0
         1. A written "Probation Letter of Expectation" that determines the length and conditions of the probation period which may include, but are not limited, any one of the following:
            • Referral of the student to the resources and support services for academic success
            • Referral of the student to the faculty to devise a written plan for academic success
         ii. Failure to meet School of Nursing Policies or failure to meet the terms of professional integrity standards defined in the current University Catalog, the Texas State Board of Nursing Nurse Practice Act (http://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp), the Texas State Board of Nursing Rules and Regulations (http://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp) and the American Nurses Association Code of Ethics (http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/)
   c. Failure to meet the conditions of the School of Nursing “Probation Letter of Expectation”
   d. Failure to meet the terms of professional integrity and ethical standards defined in the current University Catalog, the Texas State Board of Nursing Nurse Practice Act (http://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp), the Texas State Board of Nursing Rules and Regulations (http://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp) and the American Nurses Association Code of Ethics (http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/). When indicated, the incident will be reported to the local law enforcement agency and/or other appropriate agencies, institutions, and/or regulatory bodies by the Associate Dean for Graduate Studies.
   e. Failure to notify the school of non-matriculation for two consecutive semesters (excluding summers)
   f. Referral of the student to the Associate Dean for Admissions and Student Services for non-academic support

Dismissal Policy and Procedure
1. Definition: Dismissal is the removal of a student from the School of Nursing Graduate Program. A student who is dismissed from the graduate program may not continue in the graduate nursing program and is not eligible for readmission.

2. Criteria for Dismissal from the Graduate Nursing Program includes any one of the following:
   a. Earning a grade of D, F, NP, U, or Fail in any required graduate course
   b. Earning a grade of C in 6 or more credit hours of required graduate coursework regardless of cumulative GPA or in two graduate courses regardless of the number of credit hours and cumulative GPA
   c. Failure to meet the conditions of the School of Nursing “Probation Letter of Expectation”
   d. Failure to meet the terms of professional integrity and ethical standards defined in the current University Catalog, the Texas State Board of Nursing Nurse Practice Act (http://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp), the Texas State Board of Nursing Rules and Regulations (http://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp) and the American Nurses Association Code of Ethics (http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/). When indicated, the incident will be reported to the local law enforcement agency and/or other appropriate agencies, institutions, and/or regulatory bodies
   e. Failure to notify the school of non-matriculation for two consecutive semesters (excluding summers)
   f. Referral of the student to the Office for Academic Affairs
b. When a student meets criteria in provision 2 above, he or she will be dismissed from his or her program. The student will receive notification of dismissal via a certified letter from the Dean of the Graduate School of Biomedical Sciences. A copy of the letter will be sent to the Dean and the Associate Dean of Graduate Studies of the School of Nursing, placed in the student’s file in the Office for Academic Affairs and sent to the Registrar for the student’s permanent record. The Associate Dean for Graduate Studies has full authority to proceed autonomously according to policy, but may choose to seek input from the Committee on Graduate Studies (COGS).

c. A student who is dismissed from his or her program is not eligible to register for additional courses. If the student has already registered for subsequent courses, the student will be required to unenroll.

4. Student Appeal of Dismissal

a. In the event of extenuating circumstances, a student may choose to appeal dismissal from his or her program. All appeals are presented to and reviewed by the Committee on Graduate Studies (COGS).

i. A request for appeal of dismissal and presentation to COGS must be sent by the student in writing to the Associate Dean for Graduate Studies within 3 business days of receiving the certified letter of dismissal. The student must indicate in the request if he or she wishes to bring a person outside of the School of Nursing to the meeting. If the person attending the meeting with the student is an attorney, the meeting will be held with the University attorney present. The student may also request to bring other appropriate faculty to the meeting with COGS. The Committee on Graduate Studies may request University employees or supervising clinical agency personnel attend the appeal or meet with them prior to deliberating. A review of the student’s records may also be conducted.

ii. The Associate Dean for Graduate Studies will notify the student, in writing via email, that his or her case will be presented to the Committee on Graduate Studies. The written communication will include the date and time of the presentation. Student presentations are limited to a maximum of 15 minutes.

b. After the student presentation is concluded, and any additional information deemed appropriate to the situation is obtained, the Committee on Graduate Studies will review all information related to the criteria set forth in provision 2 for adherence to process and outcome actions. The faculty voting members of the Committee on Graduate Studies, in closed deliberation with the Associate Dean for Graduate Studies can recommend one or more of the following actions:

i. Uphold the decision to dismiss the student from the School of Nursing Graduate Program

ii. Amend the dismissal decision to probation in the Graduate Nursing Program per explicit terms and expectations deemed appropriate by COGS and the Associate Dean for Graduate Studies

iii. Reconsideration of dismissal due to adherence concerns with process; including next steps

c. A written recommendation from the Chairperson of the Committee on Graduate Studies will be made to the Dean of the Graduate School of Biomedical Sciences. A copy of the recommendation will be sent to the Dean of the School of Nursing.

d. The final decision will be made by the Dean of the Graduate School of Biomedical Sciences and will be delivered to the student in writing by certified letter to the student’s address of record. A student who receives probation in the Graduate Nursing Program is not eligible to re-enroll in courses the semester immediately following the semester in which the student originally met criteria for dismissal. A student who is dismissed from the School of Nursing may not continue in the Graduate Nursing Program and is not eligible for readmission.

Petition

Students may petition the Committee on Graduate Studies (COGS) for the consideration of relevant issues influencing program progression and/or completion. Students who wish to petition COGS should consult with the Associate Dean for Graduate Studies, and then complete the Student Petition Form that is available from the Office for Academic Affairs. Decisions regarding the petition will be communicated in writing to the students.

Petitions for reconsideration of the decision of COGS are reviewed by the Dean of the Graduate School of Biomedical Sciences. The Dean’s decisions are final.

Repetition of a Course

Students cannot retake nursing courses for a grade in which they have already received a passing grade. Credit for courses in which a D or F is received may not be repeated and is grounds for dismissal as indicated in the dismissal policy.

The Semester Credit Hour

The unit of measure for credit purposes is the semester credit hour. One semester credit hour is given for each one clock hour of class or one clock hour of seminar for didactic courses. Four clock hours per one semester credit hour of laboratory/practicum/computer lab experience per week, per semester is given in the Nurse Practitioner majors, Nursing Education major, Administrative Management and Clinical Nurse Leader majors and all tracks in the DNP Program. For selected sessions and summer sessions during which the class, seminar, and practicum hours are concentrated, equivalent clock hours are provided.

Dissertation Course Report

The dissertation course may be reported as In Progress (IP) until the work is completed. The dissertation course is not counted in the grade point average.

Examinations

Examinations must be taken on the date and time scheduled. If extenuating circumstances prevent the student from taking an examination, prior approval must be granted by the course instructor to postpone the examination. If a student misses an examination without prior approval by the instructor, a grade of F will be recorded for the examination.

Readmission

Individuals who have previously been enrolled in graduate nursing courses should complete an Application for Readmission. Transcripts from any colleges or universities attended since the time of the previous enrollment in the graduate programs must be submitted. Applicants may be requested to provide recent professional references. Proof of current licensure as a registered nurse in Texas is also required.
Individuals who have not registered in three consecutive terms, including summers, must apply for readmission unless they were previously granted official permission for leave of absence. Students who do not return from a leave of absence within the three consecutive terms limit will be withdrawn from the nursing program and will have to apply for admission as a new student.

Those seeking readmission are subject to all requirements, procedures, and acceptance considerations outlined in this Catalog.

**Personalized Molecular Medicine**

The Master's program in Personalized Molecular Medicine (PMM) will uniquely position new graduates to join the work force with the skills necessary to participate fully in the next generation of "patient-powered" research and treatment. The PMM program will train students in current personalized medicine approaches as well as teach students the knowledge and skills required to explore molecular medicine pathways that will be targeted in the future to expand and refine personalized treatment strategies. Personalized or Precision Medicine will be the norm for medicine in the future and the PMM program will ensure that graduates fully engage as active participants in the evolution of this approach to medicine. Students will gain foundational training in biological systems, molecular mechanisms, and cutting edge translational technologies. Training will include next generation molecular technology to devise and implement personalized strategies to prevent and treat human diseases based on individual susceptibilities through the study of complex and integrated biological systems. Students will receive first-hand experience in the use of the latest technologies in next generation sequencing, single cell analysis, computational biology, epigenomics, proteomics, drug design, animal models of human diseases, systems approaches, as well as instruction in "mining" the multitude of human disease databases such as The Cancer Genome Atlas (TCGA). Programmatic faculty members participate actively in systems biology research focused on understanding a range of human disorders including cancer, developmental defects, hormone dysregulation, and metabolic disorders. Students will participate in didactic classroom instruction, team based learning, and hands-on laboratory training with a choice between a Thesis/Research or Course-Based plan of study.

**Application Admissions Deadlines**

Priority Deadline: April 1
Final Deadline: June 30 (extensions may be considered on a case-by-case basis)

**Admissions Requirements**

All of the required application information, including official transcripts from all institutions attended, must be submitted in order for an applicant to be considered by the PMM program Admissions Committee. In general, students should have a sufficient educational background in the biological or biochemical sciences prior to admission to the program. The following minimal requirements will be applied:

1. A baccalaureate degree from an accredited institution in the United States or proof of an equivalent degree and training at a foreign institution.
2. Required prior coursework: 2 years of biological science for science majors with labs; organic and inorganic chemistry with labs; 1 semester of calculus (exceptions will be considered on a case-by-case basis). Highly recommended: 1 year of physics; analytical chemistry with lab; biochemistry; molecular biology; genetics.
3. Minimal grade point average (GPA): No lower than B (3.0 on a 4.0 scale).
4. GRE, MCAT, DAT: The GRE, MCAT, or DAT is recommended but not required. Scores on tests taken more than five years prior to the date of application are not acceptable.
5. International applicants from countries where English is not the native language must earn a minimum score of 84 on the Test of English as a Foreign Language (TOEFL) or a score of 7.0 on the Academic version of the International English Language Testing System (IELTS).
6. Letters of recommendation (three) attesting to the applicant's readiness for graduate level studies. These letters should be submitted with the online application to the GSBS.
7. Research experience is not required, but will be considered.

International applicants who have completed or will complete their degree prior to matriculation at an accredited U.S. Institution may be exempted from the TOEFL/IELTS requirement.

**Degree Requirements**

A minimum of 36 SCH and a minimum overall GPA of 3.0 is required for the M.S. degree. In addition, students must successfully complete all the course requirements. Students choosing the Course Based Plan must pass the final oral examination. Students choosing the Thesis/Research Plan must register for MMED 6098, Thesis, for at least one semester prior to graduation and successfully defend a thesis. All students must be recommended by their program Committee on Graduate Studies (COGS) for approval of their degree to the Dean of the Graduate School of Biomedical Sciences.

**First Year**

First-year students shall take the required PMM courses (Core Curriculum) and choose a degree plan (Course-Based or Thesis/Research Plan). All students will register for Seminars in Molecular Medicine (MMED 6091). Students must enroll for 9 semester credit hours per semester.

Course-Based Plan: Students will complete required courses, research practicum, and practicum reports.

Thesis/Research Plan: In addition to completing the required courses, students will complete two laboratory rotations, and must select a research area of interest and a Thesis/Research Advisor.

**Second Year**

Course-Based Plan: Students will complete additional course requirements as well as the Research Practicum and Practicum Reports. Students may complete additional elective courses as needed to meet final credit hours required for graduation. Students will complete their final oral examination based on course and practicum material.

Thesis/Research Plan: Student will choose a Thesis/Research Committee and gain approval of their research proposal to advance to candidacy. Student will complete their research, write their thesis, and defend their thesis in a final presentation and oral examination.
Master of Science in Personalized Molecular Medicine - Thesis/Research Plan

First Year
Fall

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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
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<td>Advanced Molecular, Cellular, and Synthetic Biology</td>
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<tr>
<td>MMED 5019</td>
<td>Graduate Colloquium In Molecular Medicine</td>
<td>1.5</td>
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<tr>
<td>MMED 6091</td>
<td>Seminars in Molecular Medicine</td>
<td>1.5</td>
</tr>
<tr>
<td>TSCI 5070</td>
<td>Responsible Conduct of Research</td>
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</tr>
<tr>
<td>Two Laboratory Rotations</td>
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<tr>
<td>Identification of Research Mentor</td>
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Spring

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<tr>
<td>CSAT 5095</td>
<td>Experimental Design And Data Analysis</td>
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</tr>
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<td>MMED 5001</td>
<td>Advances in Personalized Medicine</td>
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<tr>
<td>MMED 6018</td>
<td>Journal Club and Research Presentation in Molecular Medicine</td>
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<tr>
<td>MMED 6097</td>
<td>Research</td>
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<tr>
<td>Approval of Research Mentor</td>
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<tr>
<td>Start Thesis Work</td>
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Total Credit Hours: 9.0

Second Year
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<tr>
<td>Form Thesis Committee</td>
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<td>Approval of Research Proposal</td>
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<td>Advancement to Candidacy</td>
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<tr>
<td>Complete Research</td>
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</table>

Total Credit Hours: 9.0

Meet with Committee
Write and Defend Thesis

Total Credit Hours: 9.0

For all semesters, students must enroll for a minimum of 9 semester credit hours (SCH).

Master of Science in Personalized Molecular Medicine - Course Based Plan

First Year
Fall

<table>
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<td>MMED 6018</td>
<td>Journal Club and Research Presentation in Molecular Medicine</td>
<td>1</td>
</tr>
<tr>
<td>MMED 5020</td>
<td>Research Practicum</td>
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Total Credit Hours: 9.0

Second Year
Fall

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<td>MMED 5020</td>
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<td>Practicum Report</td>
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Total Credit Hours: 9.0

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<tr>
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Total Credit Hours: 9.0

Second Year
For all semesters, students must enroll for a minimum of 9 semester credit hours (SCH).
Features of the program include:

- Show proficiency in fundamental biological principles in personalized molecular medicine.
- Show proficiency in reviewing and interpreting the scientific literature.
- Communicate effectively through scientific writing and verbal presentations.
- Show proficiency in the techniques performed in personalized molecular medicine.
- Show proficiency in conducting independent research (Thesis/Research Plan).

Pre-Professional Certificate
Overview

The Pre-Professional Graduate Certificate Program is a highly intensive and focused one-year full-time post-baccalaureate graduate certificate program designed for applicants who have completed undergraduate degrees and are interested in pursuing a career in medicine. The program allows qualified individuals to start this gap year program immediately after spring term graduation and, upon completion, become ready for applying to medical or osteopathic schools as desired the following year.

The program is designed to strengthen the biomedical knowledge of participants, enhance professionalism skills, and improve qualifications for future application to, and competitiveness for, admission to medical school. In addition, because of the similarity of the coursework in this proposed program to the preclinical coursework in medical school, the program is intended to enhance performance in medical school once they gain admission and enroll.

The program is intended for two types of students: those that have a non-pre-med, science undergraduate degree who wish to switch focus from a previous major and transition to medical school (career-changers) and/or those with a pre-med background who require grade and/or Medical College Admission Test (MCAT) enhancement of their competitiveness for admission to these schools (career-enhancers). Although not designed exclusively for students from groups underrepresented in medicine (URMs), the program will make every attempt to encourage participation of URMs.

Features of the program include:

- Preparation for Medical College Admission Test (MCAT) (https://lsom.uthscsa.edu/dcsa/education/pp/curriculum/)
- Curriculum (https://lsom.uthscsa.edu/dcsa/education/pp/curriculum/) similar to the pre-clinical years of medical school
- Faculty involved in training students in the medical, dental and health profession schools
- Personalized academic advising (https://lsom.uthscsa.edu/dcsa/education/postbac/academisupport/) that includes workshops on applying to medical schools
- Small class sizes studying as a single cohort
- Opportunities to develop professionalism skills

Admission Requirements

Admission to the Pre-Professional program will be selective, and applicants’ prior records will be evaluated in the light of the program’s requirements. Applicants must hold U.S. citizenship or have U.S. permanent resident status. All applicants must submit the following information for their application to be considered by the program admissions committee:

- A completed online application (https://www.uthscsa.edu/academics/biomedical-sciences/what-know-you-apply/).
- Transcripts from all colleges and universities attended. At the time of matriculation into the program, applicants must have a baccalaureate degree in a relevant discipline (e.g., chemistry, physics, psychology, biomedical engineering), one year each of General Biology, General Chemistry, Organic Chemistry and Physics, with accompanying labs, with a grade “B” or better, and a minimum overall grade point average (GPA) of 3.0 on a 4.0 scale for the last 60 hours of major coursework completed. College seniors may apply and be offered admission to the program before they have earned their degrees. However, a final transcript must be submitted to the program upon graduation before any student can matriculate into the program. Unofficial PDF copies of transcripts can be submitted with the application; however, official copies are required to be submitted for registration in the program. Transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by an acceptable evaluation agency translation for each course from NACES® members.
- Official Medical College Admission Test® (MCAT®) scores, taken within 3 years preceding submission of an application to the program.
- A curriculum vitae/resumé documenting educational background, volunteering, and work experience.
- A Statement of Purpose (Personal Statement) (1-2 pages) submitted with the on-line application that includes a brief description of the applicant’s background, motivation for becoming a physician, and how this program fits into the applicant’s career objectives. Any relevant past activities such as volunteering or shadowing and their effect on the applicant may be mentioned in this statement.
- Three essays as stated on the online application form, up to 2500 characters with spaces.
- Three Letters of Recommendation from science or math college-level faculty qualified to judge the student’s academic and professional potential and are knowledgeable about the quality of the applicant’s scholarly activities and/or work experiences. The letters must attest to the applicant’s readiness for graduate-level studies. Recommenders must have taught the applicant for at least one semester-long didactic undergraduate/graduate-level course. All letters should be received before the deadline.

It is the responsibility of the applicants to ensure timely submission of documentation during the application process, and, after acceptance, to the Registrar’s office.

In addition, competitive applicants will have demonstrated motivation to apply to and attend medical school evidenced by past activities, e.g., volunteering or shadowing in a health-care-related setting. The applicant...
The objectives of the program include:

- Demonstration of an in-depth understanding of the biological basis of health and disease.
- Preparation for achieving minimum standards on the MCAT (Medical College Admissions Test).
- Provision of access to one-on-one advisement on applying to medical school and the medical profession as a career.
- Participation in learning outside the classroom through extracurricular activities including workshops and volunteer opportunities.

Three student learning outcomes have been established to identify and develop direct measures of student assessment. Students will be expected to:

- Acquire a fundamental understanding of the function of the human body during normal and disease states.
- Achieve national average standards on the MCAT.
- Develop a Personal Statement that clearly delineates rationale/interest in attending medical school.

### Certificate Requirements
Students must complete 21 semester credit hours with a grade of 'B' or better to obtain this graduate certificate.

### Sample Plan of Study
The Pre-Professional (PP) Graduate Certificate Program provides advanced preparation in two core areas. The first is graduate-level coursework in subjects that are relevant to the medical school curriculum and that provide fundamental understanding of the function of the human body during normal and disease states. These include gross anatomy, neuro-anatomy, histology, physiology, biochemistry and pharmacology. Students must complete all 21 credit hours of coursework as approved by the program’s oversight committee (i.e., Committee on Graduate Studies); there are no electives. The second core area involves preparation for the Medical College Admission Test (MCAT).

In addition to the coursework, the plan of study includes a requirement to complete a preparatory (Kaplan) course for the MCAT and to take the MCAT. Non-credit activities will include workshops on applying to medical and osteopathic schools, enhancing learning skills, alternate healthcare professional and biomedical research careers as well as academic advising.

### Objectives/Program Outcomes
The objectives of the program include:

- Demonstration of an in-depth understanding of the biological basis of health and disease.
- Preparation for achieving minimum standards on the MCAT (Medical College Admissions Test).
- Provision of access to one-on-one advisement on applying to medical school and the medical profession as a career.
- Participation in learning outside the classroom through extracurricular activities including workshops and volunteer opportunities.

### Admissions Requirements
For all Radiological Sciences tracks a Baccalaureate degree in a natural science or engineering discipline is required. A degree in any other field must have provided sufficient science and mathematics courses to give the applicant the equivalent of a degree in natural science or engineering. Applicants must have undergraduate credit for the following courses: (1) Chemistry: One semester of general chemistry; (2) Physics: at least two semesters of general physics; (3) Mathematics: Through calculus and ordinary differential equations; (4) Computer Science or Programming: One semester.

Graduate Record Exam (GRE) general test and a minimum GPA of 3.0 on a 4.0 scale are required along with three letters of recommendation. During the application process, essays stating (1) the reasons for your interest in Radiological Sciences, (2) description of professional goals and (3) an outline of any undergraduate, industry or summer research, as well as teaching and clinical experience must be submitted.

Students accepted into the CAMPEP-accredited (http://www.campep.org) Ph.D. Medical Physics track shall have acquired a strong foundation in basic Physics. This should be documented by either an undergraduate degree in physics or a degree in a related engineering or physical science with coursework that is equivalent to a minor in Physics (includes at least three upper level undergraduate physics courses).

Students accepted into the Human Imaging track are required to have a medical degree (M.D., D.O., etc.) and typically are pursuing their Ph.D. while simultaneously completing a medical residency program.

The admission process includes a review of each applicant’s academic history as well as the experiences and goals of the applicant. Virtual and/
or on-campus interviews are conducted for qualified applicants by the Admissions Committee.

Applicants from countries where English is not the native language must submit test scores from either the Test of English as a Foreign Language (TOEFL: minimum score of 84 on the internet based test) or a band score of 7 on the academic version of the the International English Language Testing System (IELTS). Scores on TOEFL or IELTS tests taken more than two years prior to the date of application will not be accepted.

All transcripts from foreign institutions must be evaluated by an accredited credentialing service (https://www.naces.org/). Evaluations must include 1.) a listing of all courses in English; and 2.) a final grade point average (4.0 scale) for all courses taken (not just science courses).

International applicants who have completed or will complete their degree prior to matriculation at an accredited US Institution may be exempted from the TOEFL/IELTS requirement.

**Degree Requirements**

A minimum of 72 credit hours and a minimum overall GPA of 3.0 is required for the Ph.D. degree. In addition, all doctoral candidates must register for RADI 7099 Dissertation for at least two semesters in order to graduate. The student is required to demonstrate intellectual command of the subject area of the graduate program and capability to carry out independent and original investigation in the area. The student must successfully defend a dissertation and be recommended by their program COGS for approval of their degree to the Dean of the Graduate School of Biomedical Sciences.

**Radiological Sciences - Medical Physics**

**Imaging Concentration**

**First Year**

**Fall**

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<td>Fundamentals Of Radiation Dosimetry</td>
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### Therapy Concentration

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# Radiological Sciences - Neuroscience Imaging

## First Year

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### Radiological Sciences - Human Imaging Track

**First Year**

**Fall**
- RADI 6097 Research 4
- RADI 5090 Radiological Sciences Seminar 1
- RADI 5001 Basic Radiation Safety 1

**Total Credit Hours:** 6.0

**Spring**
- RADI 6097 Research 4
- RADI 6071 Supervised Teaching 2

**Total Credit Hours:** 6.0

**Second Year**

**Fall**
- TSCI 5070 Responsible Conduct of Research 2
- RADI 6097 Research 4

**Total Credit Hours:** 6.0

**Spring**
- RADI 5007 Statistics in the Radiological Sciences 2
- RADI 6097 Research 3
- RADI 5090 Radiological Sciences Seminar 1

**Total Credit Hours:** 6.0

**Third Year**

**Fall**
- RADI 6097 Research 4
- RADI 5025 Molecular Oncology & Radiobiology 3
- RADI 6049 Intro To Magnetic Resonance 2
- RADI 5015 Physics Of Diagnostic Imaging 1 3

**Total Credit Hours:** 12.0

### Third Year

**Spring**
- RADI 6097 Research 6
- RADI 6012 Phys Nuclear Medi Imaging 3
- RADI 5090 Radiological Sciences Seminar 1

**Total Credit Hours:** 12.0

### Fourth Year

**Fall**
- RADI 7099 Dissertation 11
- RADI 5090 Radiological Sciences Seminar 1

**Total Credit Hours:** 12.0

### Human Imaging Electives

- RADI 6015 Physics Measurements in Imaging 3
- RADI 6051 Statistical Parametric Mapping 3
- TSCI 5078 Introduction to Intellectual Property, Technology Transfer and Commercialization 1
- RADI 6017 Neuroimaging Methods 3
- RADI 6091 Special Topics 1-12
- TSCI 5071 Patient-Oriented Clinical Research 2
- TSCI 5073 Integrated Molecular Biology With Patient-Oriented Clinical Research 1
- TSCI 5076 Applied Healthcare Informatics and Analytics 1
- INTD 5046 Metanalysis in Cognitive Neuroimaging 2.5

### Radiological Sciences - Radiation Biology Track

**First Year**

**Fall**
- RADI 5001 Basic Radiation Safety 1
- RADI 5025 Molecular Oncology & Radiobiology 3
- IBMS 5000 Fundamentals Of Biomedical Sciences 8

**Total Credit Hours:** 12.0

- RADI 5001 Basic Radiation Safety 1
- RADI 5025 Molecular Oncology & Radiobiology 3
- IBMS 5000 Fundamentals Of Biomedical Sciences 8

**Total Credit Hours:** 12.0
First Year

Spring

<table>
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<tr>
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<tbody>
<tr>
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<tr>
<td>RADI 5020</td>
<td>Principles of Health Physics 1</td>
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</tr>
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<td>RADI 5090</td>
<td>Radiological Sciences Seminar</td>
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<tr>
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<td>Phys Nuclear Medi Imaging</td>
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<td>RADI 6024</td>
<td>Radiological Anatomy &amp; Physiology</td>
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Second Year

Fall

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<td>Physics Of Diagnostic Imaging 1</td>
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<td>RADI 5090</td>
<td>Radiological Sciences Seminar</td>
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<td>RADI 6049</td>
<td>Intro To Magnetic Resonance</td>
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Spring

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<td>Radiaton</td>
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Third Year

Fall

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Spring

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<tr>
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Fourth Year

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Radiation Biology Electives

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<th>Credit Hours</th>
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<tbody>
<tr>
<td>INTD 5007</td>
<td>Advanced Cellular And Molecular Biology</td>
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<tr>
<td>RADI 6015</td>
<td>Physics Measurements in Imaging</td>
<td>3</td>
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<tr>
<td>RADI 6020</td>
<td>Advanced Topics In Cognitive Neuroscience</td>
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<td>RADI 6050</td>
<td>Magnetic Resonance Imaging</td>
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<tr>
<td>RADI 6091</td>
<td>Special Topics</td>
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Objectives/Program Outcomes

1. Proficiency in Core Biomedical and Radiological Science Principles.
2. Capacity to Conduct Biomedical Research.
3. Critically Review and Interpret Research Literature.
6. Conduct Research in an Ethical Manner.

Translational Science

The Office of Research Education and Mentoring’s (OREM) mission is to support and develop robust Translational Science educational programs. All of our programs are developed with the intent to further enhance the capabilities of students, staff and faculty members at our institution in the exciting field of Translational Science. Our diverse sets of programs are offered at various levels to meet the needs of the complex translational science workforce and a variety of health-related disciplines. Furthermore, our courses and programs utilize dedicated expertise from faculty members at UTHSA for education, mentoring and guided multidisciplinary research.

What is Translational Science?

The Field of investigation focused on understanding the scientific and operational principles underlying each step of the Translational Process. Translational Science bridges the gap between basic research and human studies in order to impact health of communities, policies, and distinguish changes in clinical practice.

Translational Science Education Programs:

- Certificate in Translational Science (CTS): (https://iims.uthscsa.edu/ed_certificate_in_ts.html) The 12 semester-credit-hour (SCH) Certificate in Translational Science (CTS) Program is conducted through the Graduate School of Biomedical Sciences at the UT Health San Antonio and is designed for research professionals who seek organized and intensive training in fundamental topics in translational science.
- Master of Science in Clinical Investigation-Translational Science (MSCI-TS) (https://iims.uthscsa.edu/ed_msci_overview.html): The 30 semester-credit-hour (SCH) MSCI-TS program is conducted through the Graduate School of Biomedical Sciences at the UT Health San Antonio. The MSCI-TS Program seeks to train outstanding healthcare professionals in the core
competencies necessary for the safe conduct of clinical and translational research. The program aims to provide fundamental curricular activities and valuable training opportunities through didactic coursework and the development of a guided mentored research proposal that ultimately culminates in our students developing manuscripts that are submitted to peer review scientific journals.

- **Doctoral Degree in Translational Science (TS PhD)** ([https://iims.uthscsa.edu/ed_trans_sc_phd.html](https://iims.uthscsa.edu/ed_trans_sc_phd.html)): A joint doctoral degree offered through the collaboration of four universities: UT Health San Antonio, UTSA, UT Austin, and UT Health School of Public Health San Antonio Regional Campus. The program is designed to use the existing resources and expertise in specific key areas of each university to offer a strong, diverse, and competitive Translational Science PhD. The TS PhD will prepare the next generation of scientists to lead the multi-disciplinary biomedical research teams of the future in increasingly complex research environments.

**Contact Information:**

Alex Machuca
MSCI-TS/Certificate in Translational Science Academic Coordinator
Machuca@uthscsa.edu

Giovanna D’Ambra
Translational Science PhD Academic Coordinator
DAmbra@uthscsa.edu

**Certificate in Translational Science**

The Graduate Certificate in Translational Science (CTS) is designed to provide graduate students, postdoctoral fellows, faculty, and other health care professionals with a formal introduction to the essential components involved in the advancement of scientific discoveries in basic biomedical research into clinical applications and improvements in human health.

The CTS Program is an alternative for health professionals who do not have the time to complete the requirements of an advanced Master or Doctoral degree and to graduate students, fellows, and others who desire additional training in the evolving discipline of translational science to supplement their clinical or science training.

**Admissions Requirements**

Admission deadlines (for submission of on-line application and all required documentation) for matriculation in a specific academic semester are listed below.

- Fall Semester: April 1
- Spring Semester: October 1

Applicants should have a sufficient educational background in the biological or biomedical sciences prior to admission to the program. All applications must include:

- A grade point average (GPA) no lower than B (3.0 in a 4.0 system) in the last 60 hours of coursework for a BS/BA degree or a GPA of at least 3.0 for applicants with a MS degree.
- All transcripts from foreign institutions must be evaluated by an accredited credentialing agency ([https://www.naces.org/](https://www.naces.org/)).

Evaluations must include 1.) a listing of all courses in English and 2.) a final grade point average (4.0 scale) of all courses taken, not just science courses.

- A minimum score of 84 on the internet version of the Test of English as a Foreign Language (TOEFL) or a band score of 7 on the academic version of the International English Language Testing System (IELTS) for applicants from countries where English is not the native language. Scores on TOEFL or IELTS tests taken more than two years prior to the date of matriculation will not be accepted.
- Letters of recommendation (three) attesting to the applicant’s readiness for graduate level studies in translational science. If a matriculated graduate student has a Supervising Professor, one letter must be provided by this individual.
- A Personal Statement (1-2 pages) that includes a brief description of the applicant’s background, long term research and/or career goals, and an indication of the basis for application into the CTS Program including how this program fits into the applicant’s career objectives.
- A current curriculum vitae.

**Certificate Requirements**

Twelve semester credit hours of didactic coursework are required to obtain the CTS. Satisfactory completion of required and elective coursework is also needed in order to be recommended for awarding of the certificate.

**Plan of Study**

**First Year**

<table>
<thead>
<tr>
<th>Semester</th>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>Fall</td>
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<td>Responsible Conduct of Research</td>
<td>2</td>
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<tr>
<td>Spring</td>
<td>TSCI 5071</td>
<td>Patient-Oriented Clinical Research Methods-1</td>
<td>2</td>
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<tr>
<td></td>
<td>TSCI 5072</td>
<td>Patient-Oriented Clinical Research Biostatistics-1</td>
<td>2</td>
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<tr>
<td></td>
<td>TSCI 6001</td>
<td>Introduction To Translational Science</td>
<td>1</td>
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<tr>
<td></td>
<td>TSCI 6101</td>
<td>Topics In Translational Science</td>
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<tr>
<td></td>
<td>TSCI Elective Coursework</td>
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**CTS Elective Courses (may be taken in any semester when offered)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TSCI 5076</td>
<td>Applied Healthcare Informatics and Analytics</td>
<td>2</td>
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<tr>
<td>TSCI 5073</td>
<td>Integrated Molecular Biology With Patient-Oriented Clinical Research</td>
<td>1</td>
</tr>
<tr>
<td>TSCI 5074</td>
<td>Data Management, Quality Control And Regulatory Issues</td>
<td>2</td>
</tr>
<tr>
<td>TSCI 5075</td>
<td>Scientific Communication</td>
<td>2</td>
</tr>
<tr>
<td>TSCI 5077</td>
<td>Translational Science Training (TST) Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>TSCI 5078</td>
<td>Introduction to Intellectual Property, Technology Transfer and Commercialization</td>
<td>1</td>
</tr>
</tbody>
</table>
The Master of Science in Clinical Investigation and Translational Science (MSCI-TS) Degree Program trains clinicians and health care professionals from diverse backgrounds and disciplines in the conduct of clinical investigations. MSCI-TS program applicants must provide proof of a health professional degree (e.g., M.D., D.D.S./D.M.D., or B.S. in nursing and/or allied health) or a B.S./B.A. or M.S. degree with emphasis in a health-related discipline. Students in the MSCI-TS Program must complete a mentored research project over two years while participating in a highly integrated set of didactic courses leading to the MSCI-TS degree.

The goal of this program is to prepare investigators skilled in the conduct of outstanding clinical and translational research in culturally diverse settings.

### Admissions Requirements

The MSCI-TS Program has an open application policy and will accept on-line applications for admission at any time.

However, GSBS deadlines (for submission of on-line applications and required documentation) for matriculation in a specific academic semester are listed below:

- **Fall Semester**: February 1 (international students)
- **Fall Semester**: April 1
- **Spring Semester**: October 1

*Applications for applicants who will require a student visa (F-1 or J-1) will only be accepted for consideration for students matriculating for the Fall semester.

All applicants should have an educational background in the biological or biomedical sciences prior to admission to the program.

All transcripts from foreign institutions (including GPA) must be evaluated and submitted by a NACES member foreign credentialing evaluation agency ([https://www.naces.org/members/](https://www.naces.org/members/)).

A grade point average (GPA) no lower than B (3.0 in a 4.0 system) in the last 60 hours of coursework for a B.S./B.A. degree or a GPA of at least a 3.0 for applicants with a M.S. degree.

A minimum score of 84 on the internet-based version of the Test of English as a Foreign Language (TOEFL) or a band score of 7.0 on the Academic version of the International English Language Testing System.
(IELTS) for applicants from countries where English is not the native language.

Scores on TOEFL or IELTS tests taken more than two years prior to the date of application will not be accepted.

Letters of recommendation (3) attesting to the applicant’s readiness for graduate level studies in clinical investigation.

- Residents or fellows in an approved Health Science Center residency or fellowship program are required to submit a letter from the departmental Chair with a statement indicating the availability and approval of release time for the completion of MSCI-TS educational and research activities.

- Similarly, for Health Science Center staff, an authorized supervisor must provide a statement indicating the availability of release time for MSCI-TS educational and research activities.

- Faculty who are not tenured, or will not be tenured prior to completing the MSCI-TS Program, are required to submit a letter from the department Chair with approval signatures of the Dean and the Health Science Center President in accordance with the HOP 3.2.5 Policy (http://uthscsa.edu/hop2000/3-toc.aspx).

A personal statement (1-2 pages) that includes a brief description of the applicant’s educational background, long term research and career goals, and an indication of the basis for application into the MSCI-TS Program including how this program fits into the applicant’s career objectives.

A current curriculum vitae is required.

Applicants requiring a student visa (requires full-time enrollment) are required to obtain a Supervising Professor, Research Supervising Committee (RSC) on or before the application deadline for the Fall semester in which they intend to matriculate.

**Degree Requirements**

Successful completion of the MSCI-TS Program requires the satisfactory completion of all required coursework, completion of a MSCI-TS COGS approved research project, submission of a manuscript to a peer-reviewed publication, and MSCI-TS COGS approval of the student’s manuscript. (Note: The manuscript must be related to the student’s approved research project and approved by the MSCI-TS COGS in order to satisfy the manuscript requirement of the MSCI-TS Program.) A total of thirty (30) semester credit hours (SCH) are required to obtain the MSCI-TS degree.

**Coursework.** Students must satisfactorily complete all required didactic courses. MSCI-TS elective courses may be taken and counted towards the thirty (30) SCH graduation requirement.

**Research Project.** A Supervising Professor, Research Supervising Committee (RSC), and written research proposal must be submitted (prior to the one-year anniversary of the student’s acceptance into the MSCI-TS Program) and approved by the MSCI-TS COGS.

**Student/Supervising Professor Compact.** The Compact Between MSCI-TS Student and Supervising Professor form must be submitted with the student’s initial research proposal packet. The Compact will be reviewed by the student and their supervising professor and submitted with the Student Semi-Annual Evaluation for approval by the MSCI-TS COGS for approval each fall semester.

**Semi-Annual Student Evaluation.** Students are required to submit a Semi-Annual Student Evaluation form each semester while enrolled in the MSCI-TS Program.

**Manuscript.** Upon satisfactory completion of all required courses, students must submit a manuscript to the MSCI-TS COGS for review for their eligibility of candidacy for the MSCI-TS degree. (Note: Details and requirements are provided in the Manuscript Requirement section of the MSCI-TS Handbook.)

### Plan of Study

#### First Year

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<tr>
<th>Fall</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>TSCI 5070</td>
<td>Responsible Conduct of Research 2</td>
</tr>
<tr>
<td>TSCI 5071</td>
<td>Patient-Oriented Clinical Research Methods-1 2</td>
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<td>TSCI 5072</td>
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**Second Year**

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<td>TSCI 5080</td>
<td>Integrating Molecular Biology with Patient-Oriented Clinical Research Practicum 1</td>
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<td>TSCI 6065</td>
<td>Health Services Research 2</td>
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**Third Year**

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1. No formal classes should be required during this semester. The research project should be completed and a manuscript prepared and submitted.
Objectives/Program Outcomes

- Fundamental knowledge of and practice of ethics in research.
- Competence in principles of research design/methods and data management/analysis.
- Communicate research effectively in written and verbal communication.
- Competence in research literature review and interpretation.
- Conduct mentored research and submit results for publication.

Program Specific Policies for Student Research Projects

A Supervising Professor, Research Supervising Committee (RSC), and written research proposal must be approved by the MSCI-TS COGS before a student can enroll in TSCI 6097 Research (Mentored Research in Clinical Investigation).

Any changes to a student’s Supervising Professor, RSC, and written research proposal must be approved by the MSCI-TS COGS.

MSCI-TS students with an approved research project are required to prepare a semi-annual written report of progress for consideration by their RSC prior to the fall (August 31st) and spring (February 28th) semester deadlines.

Program Specific Policies for Laptop Computers

Students are required to have a laptop computer that can connect to and operate over a wireless network.

Software required:

- Microsoft Office Suite (A personal copy of the latest version can be purchased at the Health Science Center bookstore at student pricing with a student ID)
- Stata/IC (latest version required for TSCI 5072 Patient-Oriented Clinical Research Biostatistics-1)

Laptops with an Apple based Operating System must be able to also operate using a Windows based Operating System.

Doctor of Philosophy (Ph.D.)

The M.S. and the Ph.D. in Biomedical Engineering are jointly offered between the Health Science Center and The University of Texas at San Antonio (UTSA). The primary objective of this program is to broadly train students in the principles of biomedical engineering so they are well prepared to participate in the development of new approaches for the diagnosis and treatment of human diseases.

As the program is multidisciplinary, the curriculum is designed to provide a synergistic combination of formal courses, seminars, teaching opportunities, interactions with clinicians, and individualized biomedical engineering research experiences in the laboratories of the biomedical engineering faculty. All students are required to take core courses in the areas of Biomaterials, Biomechanics, Bioelectronics/Imaging and Biology, Physiology, as well as Responsible Conduct of Research, and Experimental Design and Data Analysis. In addition to the basic core curriculum, students are required to take additional coursework in the area of specialization. Students have access to the bioengineering and biosciences laboratories at both the Health Science Center and UTSA. This provides a unique opportunity to have learning experiences in medical, dental, bioscience, and engineering environments.

Biomedical Engineering Admissions Requirements

Baccalaureate or master’s degree in a natural science or engineering discipline, competitive academic history (minimum GPA of 3.0/4.0), references, Graduate Record Exam (GRE), Test of English as a Foreign Language (TOEFL) [international applicants only], 3 letters of recommendation, a statement of applicant’s research experience(s) and interest in graduate study in BME. A typical successful applicant will have completed one year of calculus-based/engineering Physics, Chemistry, Biology, and Mathematics (up to Differential Equations or Engineering Analysis I). Students deficient in one or more of these will be required to take selected courses as a condition of acceptance. All facets of each applicant are considered in the admission process. Application to this joint degree program is managed through a central application process through UTSA. All applicants are required to follow UTSA’s admissions requirements, and the requirements of UT Health San Antonio (background checks, GRE scores, immunizations and international transcript review/translation/certification).

International applicants who have completed or will complete their degree prior to matriculation at an accredited US Institution may be exempted from the TOEFL/IELTS requirement.

Biomedical Engineering Degree Requirements

A minimum of 82.0 credit hours and a minimum overall GPA of 3.0 is required for the Ph.D. degree in Biomedical Engineering. Undergraduate courses, general education courses, and prerequisites for graduate courses cannot be counted toward this total. For students with a master’s degree, course credit allowed for transfer will be decided on a case-by-case basis by the Biomedical Engineering COGS. If recommended by the COGS, the request will then be submitted to the Dean of the Graduate School for approval. In addition, all doctoral candidates must register for the Dissertation course (BME 7099) for at least two semesters in order to graduate; only one of the terms may be a summer session. The student is required to demonstrate intellectual command of the subject area of the graduate program and capability to carry out independent and original investigation in the area. The student must successfully defend a dissertation and be recommended by their program COGS for approval of their degree to the Dean of the Graduate School of Biomedical Sciences.

Biomedical Engineering Plan of Study

* Please note that courses with the prefix BME are taken at the University of Texas at San Antonio.

First Year

<table>
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<th>Course Title</th>
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<td>Physics Of Diagnostic Imaging 1</td>
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<td>Fall</td>
<td>BME 6903</td>
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<tr>
<td>BIME 6090</td>
<td>Seminar</td>
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<td>BIME 6006</td>
<td>Human Physiology for Bioengineers</td>
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<td>BME 6803</td>
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<td>Free or Prescribed Elective(s)</td>
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<td><strong>Summer</strong></td>
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### Fourth Year

**Fall**

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**Total Credit Hours:** 4.0-26.0

**Spring**

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**Total Credit Hours:** 4.0-26.0

**Summer**

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**Total Credit Hours:** 2.0-24.0

### Fifth Year

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**Spring**

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**Summer**

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**Total Credit Hours:** 2.0-24.0

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1 semester varies; must be a PhD candidate

### Biomedical Engineering Objectives/Program Outcomes

1. BME students will demonstrate their understanding of biology concepts for biomedical applications. Fundamental knowledge of biology is evaluated.
2. BME students will demonstrate their understanding of biomaterials concepts. Fundamental biomaterials knowledge and the students’ ability to apply knowledge of biomaterials are evaluated.
3. BME students will demonstrate their understanding of biomechanics concepts. Fundamental knowledge of biomechanics is evaluated.
4. BME students will be able to design and carry out research experiments. Foundation of knowledge, application of knowledge, and research skills are evaluated.
5. BME students will be able to communicate research findings to diverse audiences.
6. BME students will be able to teach and disseminate knowledge.
7. BME students will conduct themselves in a professional and ethical manner in all biomedical engineering research.
8. BME students will critically evaluate scientific literature.

The Joe R. and Teresa Lozano Long School of Medicine

Brief History
In April 1959 Texas Governor Price Daniel signed House Bill 9 to establish the South Texas Medical School, the first component of the institution that would soon become the Health Science Center. In July 1968 the medical school, now known as the Joe R. and Teresa Lozano Long School of Medicine (Long SOM), and the Bexar County Teaching Hospital, now known as University Hospital, were dedicated. Thirty-three medical students graduated with the Doctor of Medicine degree in the first medical school commencement in June 1970. Today there are nearly 900 medical students receiving their education at the Long SOM. In 1998 the Texas State Legislature authorized the creation of the Regional Academic Health Center (RAHC) in the Lower Rio Grande Valley, to be administered by the Long SOM, and in June 2002 the RAHC opened its doors to train third- and fourth-year medical students and residents. The Long SOM continued to operate the RAHC until 2013 when the Texas State Legislature approved the expansion of the RAHC into a separate medical school, the University of Texas Rio Grande Valley SOM, which enrolled its first class of 50 first-year medical students in 2016.

Mission Statement
The mission of the Long School of Medicine is to provide responsive and comprehensive education, research and service of the highest quality in order to meet the health-related needs of the citizens of Texas. In all aspects of fulfilling this mission, the Long School of Medicine is committed to fostering the broadest diversity and inclusion that ensures successful achievement of the institutional priorities to:

• Cultivate a pervasive, adaptive and respectful environment promoting diversity, inclusion, equity, professionalism, humanism and opportunity
• Provide exemplary medical education and training to a diverse body of health career professionals at all levels while fostering a commitment to scholarship, leadership and life-long learning across the educational continuum
• Build and sustain recognized leadership, and advance scholarship excellence across the biomedical and health-related research spectrum
• Deliver exemplary and compassionate health care to enhance every patient’s quality of life
• Serve as a responsive resource to address community health needs whether local or global
• Attain health equity for the diverse patient population of South Texas

Accreditation
The Doctor of Medicine (M.D.) program is accredited by the Liaison Committee on Medical Education (LCME), the body recognized by the U.S. Department of Education for accreditation of programs of medical education leading to the M.D. degree in the United States.

Confidentiality
The Long SOM and Health Science Center will, to the extent possible, maintain the confidentiality of information in accordance with institutional, state, and federal regulations and requirements.

Inclusion and Diversity Policy

Inclusive Excellence in Academic Medicine
The Joe R. and Teresa Lozano Long School of Medicine (LSOM) is an academic health-related institution that is firmly rooted in its tripartite mission of research, education and patient-care. UT Health at San Antonio is committed to discovery and innovation, community engagement, and inclusive excellence by all of its members.

Inclusion and Diversity Policy Statement
The LSOM and UT Health San Antonio in partnership with the Office of Inclusion and Diversity will engage in on-going, systematic and focused recruitment and retention activities to achieve mission-appropriate diversity outcomes among its students, faculty, and senior administrative staff.

We view diversity as a core value which embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in health equity. In this context, we are mindful of all aspects of human differences, both at the individual-level (e.g., life experiences, learning and working styles, personality types) and group-level or those that are instantaneously recognizable and used to categorize individuals into discrete social categories, such as socioeconomic status, race, ethnicity, language, nationality, cis-gender identity, sexual orientation, religion, geography, disability, age, and more. The LSOM embraces a mission-appropriate diversity policy aligned with the medical profession’s obligation—meeting the health needs of all populations in an ever-increasing heterogeneous society. Diversity in medical education enhances the quality of education for all learners (for example, exposure to diverse perspectives may improve complex thinking skills), and translates into more effective and culturally competent physicians who are familiar with the connection between sociocultural factors and health beliefs and behaviors and thus are better prepared to serve a growing culturally and linguistically diverse patient population.

At the LSOM we are particularly focused on those we believe add particular value to our learning environment and have the potential to address health disparities in our community. Health disparities—gaps in health and healthcare that mirror differences in geographic location, socioeconomic status, race, ethnicity, education—remain persistent and pervasive. The LSOM will ensure exposure to health disparities pedagogy to all learners by providing skill-building and practical advocacy skills, in both the preclinical and clerkship settings. Programs and initiatives are aimed to meet the needs of our learners and institutional culture...
yet building on effective practices to support the success of students/faculty/staff traditionally underrepresented in academic medicine (based on race/ethnicity, cis-gender identity, socioeconomic, and first-generation college student status). These groups are defined and periodically reviewed by the Office of Inclusion and Diversity and included in the appendix to this document and in our implementation plan.

The LSOM will develop programs and partnerships aimed at broadening diversity among qualified applicants for medical school admission. We will continue to enhance the current holistic review process and include educational training in the area of implicit bias and microaggressions. The Office of Inclusion and Diversity will monitor these efforts employing outcome metrics.

The LSOM will provide institutional resources including scholarship funds and academic preparation to enhance retention of matriculates. These efforts will undergo periodic review and evaluation to the Office of Inclusion and Diversity to determine effectiveness.

The LSOM will develop faculty and administrative staff recruitment and practices that broaden the search for diverse applicants. We will develop an educational program to heighten the awareness of bias in the recruitment, hiring and promotions process and we will perform periodic assessment of these efforts and their impact. Additionally we will collaborate with the Office for Faculty to enhance mentorship and promote advancement and retention.

The LSOM’s Office of Inclusion and Diversity under the direction of the Vice Dean for Inclusion and Diversity and Chief Diversity Officer will be primarily responsible for the development, implementation and evaluation of each of these programs and for recommending new methods, based on evaluation data for continuous process improvement.

Appendix to Inclusion and Diversity Policy

Definitions for the diversity categories identified in LSOM medical school policies that guide recruitment and retention activities for our medical students are the following:

- **African American or Black** — A person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino** — A person particularly of Cuban, Mexican or Puerto Rican origin and of any race.
- **Women** — Individuals who self-identify as female.
- **Socio-economically Disadvantaged** — based on information collected by the Texas Medical and Dental Schools Application Service (TMDSAS) regarding the socioeconomic status of medical student applicants.

For our faculty and senior administrative staff, we apply the following definitions:

- **African American or Black** — A person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino** — A person particularly of Cuban, Mexican or Puerto Rican origin and of any race.
- **Women** — Individuals who self-identify as female.

Doctor of Medicine (M.D.)

Overview

This catalog is a general information publication only. It is not intended to nor does it contain all policies and procedures relevant to students enrolled in the Joe R. and Teresa Lozano Long School of Medicine (Long SOM). Current Long SOM students are to refer to the M.D. Degree Handbook posted in their CANVAS class cohort site (http://www.uthscsa.edu/university/canvas/) (login required) for full program policies and detailed procedures.

This publication is for informational purposes and does not constitute a contract, either expressed or implied. The Long SOM reserves the right to change any provision or requirement at any time without notice in order to ensure compliance with accreditation standards.

Policy revisions made after publication of the official UT Health San Antonio Catalog will be disseminated to students by email and posted to CANVAS class cohort sites. Students are accountable to policies herein, those in the M.D. Degree Handbook, updates posted in CANVAS, and revisions sent by email.

Notice of Nondiscriminatory Policy

The Long SOM, in compliance with applicable federal laws and regulations, and the Health Science Center Handbook of Operating Procedures, Policy 4.2.1 (http://uthscsa.edu/hop2000/4-toc.aspx), does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, citizenship, genetic information, sexual orientation or veteran status in any of its policies, practices or procedures.

Admissions Requirements

Admission requirements are detailed online at the Long SOM, Admissions & Outreach website (https://www.uthscsa.edu/academics/medicine/education/ume/admissions/interview/). Applicants must have at least 90 semester hour credits from a United States or Canadian college or university with no grade lower than a C in required course work. While not required at this time, a bachelor’s degree is preferred. Web-based applications are available through the Texas Medical and Dental Schools Application Service (https://www.tmdsas.com/) (TMDSAS) in Austin. Applicants must take the Medical College Admission Test (MCAT), the CASPer (Computerized Assessment Sample of Personal Characteristics), and submit other required documents to the TMDSAS, such as letters of recommendation and transcripts, in order to have a complete application.

Refer to the TMDSAS to obtain the most current specific information about application instructions, and important dates and deadlines. Temporary modifications due to special circumstances (e.g. COVID-19 pandemic) will be found on the Long SOM and TMDSAS websites.

Acceptance & Education Requirements

The Long SOM Admissions Committee uses a holistic review process to assess each and every application. Balanced consideration is given to experiences, attributes, and academic metrics, and consideration is given to how the individual might contribute value as a medical student and physician. The Long SOM Admissions Committee evaluates each candidate’s application to assess these elements of the holistic review and values evidence of academic strength, broad and varied experiences in healthcare, leadership and community service, and the development of an applicant’s personal attributes. Demonstration of integrity, maturity, motivation, judgment, resilience and resourcefulness is also of value. The personal interview is a required component of the application process, invitations for which are issued by the Long SOM Admissions Committee.

Only applicants who are American citizens or possess official status as Permanent Residents of the U.S. can be considered for interview and acceptance at this time.

Applicants are encouraged to review the Factors Considered for Applicant Interview and Acceptance (https://www.uthscsa.edu/academics/medicine/education/ume/admissions/interview/). All candidates must
meet the required Technical Standards for Completion of the Medical Curriculum (https://www.uthscsa.edu/academics/medicine/education/ume/admissions/technical-standards/). The Long SOM is committed to nondiscrimination policies for all populations including qualified individuals with disabilities. Please refer to Health Science Center Handbook of Operating Procedures 4.2.1. Nondiscrimination Policy and Complaint Procedure (http://uthscsa.edu/hop2000/4-toc.aspx).

The Long SOM may offer early acceptances during the TMDSAS pre-match period which usually occurs from October through December. Other candidates may be accepted through the TMDSAS Match process, results of which are available on the TMDSAS website on February 1. Acceptances may also be offered after the TMDSAS Match, from February through mid-July. An applicant receiving an offer of acceptance will be requested to show acknowledgment of the offer of acceptance, usually within two weeks of receipt of acceptance, through the Long SOM admissions software portal. The interview selection process allows for review and re-review throughout the admissions cycle until the TMDSAS Match; applicants who did not receive an interview will be notified of their status in January prior to the Match.

Matriculation is contingent upon satisfactory completion of all requirements, as outlined on the TMDSAS website, on the admissions website, and contained in the items listed on the Newly Accepted Student Checklist (https://www.uthscsa.edu/academics/medicine/education/ume/admissions/accepted/), which includes a background check review (see Medical Student Background Check Policy), submission of final transcripts, completion of the proposed degree plan, satisfactory completion of all prerequisite coursework, and presence at required matriculation events such as White Coat Ceremony and Orientation.

Medical Student Background Check Policy
Applicants who have received an offer of acceptance must satisfactorily complete a background check as a condition of matriculation to the Long SOM. An offer of acceptance will not be final until a review of the background check is performed and satisfactory results are recorded. Admission may be denied or rescinded based on the review of the background check.

Additionally, students who are currently enrolled may have to satisfactorily complete a background check as a condition to enrolling or participating in educational experiences at affiliated clinical sites as required. Students who return from a year of deferred acceptance or leave of absence may also be required to complete a background check, with subsequent review. Students who decline to complete the background check or do not pass the background check review may be dismissed from the medical education program.

Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the educational program. Refer to the full Background Check Policy (https://oume.uthscsa.edu/wp-content/uploads/sites/56/2019/06/OUME_Bac..._ONLINE.pdf) for more detail.

Individuals whose graduate work has been in the field of dentistry may apply for advanced standing through the MD/Oral-Maxillofacial Surgery Certificate Program (http://catalog.uthscsa.edu/schoolofmedicine/dualdegreedoms/).

Scholarships
Scholarship assistance may be available to students of the Long SOM. Scholarships are awarded based on need, merit, or a combination of both. The Long SOM determines the selection of scholarships based on criteria established by the donor. Scholarships may be renewable depending upon academic performance and/or stated scholarship conditions.

Students can apply for scholarships online through the student portal administered by the Office of Financial Aid and Veterans Affairs. Students must first file the Free Application for Federal Student Aid (FAFSA) in order to be considered for scholarships. The Long SOM Admissions Scholarship Committee makes recommendations for selection of candidates for scholarships to first time matriculants and the Long SOM Scholarship Committee also makes recommendations for awards to current students. These recommendations are forwarded to the Office of Financial Aid and Veterans Affairs for processing to student accounts. If the student receives a scholarship, after he/she has been fully awarded, the Office of Financial Aid and Veterans Affairs may need to reduce other aid on the account in order to prevent an over-award of federal funds. Learn more on the Office of Financial Aid and Veterans Affairs Scholarship website. (https://students.uthscsa.edu/financialaid/2013/04/scholarships/)

Degree Requirements
The degree of Doctor of Medicine (M.D.) is awarded by the Board of Regents upon a student's successful completion of the degree requirements, recommendation by the Student Progression & Promotion Committee to the Dean of the Long SOM, and certification by the Dean of the Long SOM to the President of UT Health San Antonio.

Candidates must:
1. be at least 18 years of age at the time the degree is awarded;
2. present evidence of good moral character;
3. offer evidence of having satisfactorily fulfilled all academic requirements of the four year medical education program;
4. comply with all necessary legal and financial requirements.

CIRCLE Curriculum
The acronym CIRCLE (Curricular Integration, Researchers, Clinicians, Leaders, Educators) represents the integrated four-year medical school education program which is described briefly below.

Preclinical Curriculum
The foundational 19-month curriculum is taught in ten learning modules and three longitudinal modules. Within each module there is progression of knowledge in a systematic fashion as follows: normal structure and function, pathogenesis and pathophysiology of the condition or disorder, clinical manifestations of the condition or disorder, pharmacotherapeutic interventions for the condition or disorder, clinical and translational research and evidence-based medicine approach for the condition or disorder, epidemiology or prevention of the condition or disorder, and interpretation of diagnostic tests. Each module has a weekly
thematic content which is synthesized via a small group interactive patient case.

Learning Modules:
1. Molecules to Medicine
2. Attack and Defense
3. Hematology
4. Respiratory Health
5. Circulation
6. Renal and Male Reproductive
7. Mind, Brain, and Behavior
8. Endocrine/Female Reproductive
9. Digestive Health and Nutrition
10. Form and Function: Skin, Muscles, and Bones

Longitudinal Modules:
1. Medicine, Behavior, and Society
2. Clinical Skills
3. Language of Medicine

Clinical Curriculum
Following successful completion of the entire preclinical curriculum students enter the clinical curriculum. This is comprised of 48 weeks of clerkships, 20 weeks of electives, 8 weeks of selectives, and 4 weeks of didactics.

Clerkships
Students must complete 48 weeks of clerkships in eight specialties. Students will complete four-week clerkships for Emergency Medicine and Neurology; six-week clerkships for Family Medicine, Obstetrics & Gynecology, Pediatrics, and Psychiatry; and eight-week clerkships for Medicine and Surgery. Each student will assume increasing patient care responsibility commensurate with achievement of specific milestones and competencies defined by the Curriculum Committee. A longitudinal educational experience will be provided throughout the clerkships to cover topics that are relevant to all disciplines.

Electives/Selectives
Electives and selectives expose students to additional medical specializations and/or allow the student to return to a core specialty with advanced duties and responsibilities. Students may begin electives following the completion of the preclinical curriculum. Selectives can be taken after the completion of the clerkships, and consist of a four-week inpatient selective and a four-week ambulatory selective. Third-year elective experiences allow students to explore other specialties and subspecialties or engage in research before fourth year while still consolidating core knowledge and skills.

MD Degrees with Distinction
The Long SOM offers additional distinction programs that a student can pursue while maintaining satisfactory achievement in the medical education program. Learn more about each by visiting the program's website.

- M.D with Distinction in Research (http://som.uthscsa.edu/Research/MDDistinctionResearch.asp)
- M.D with Distinction in Medical Education (https://oume.uthscsa.edu/student-affairs/md-with-distinction-in-medical-education/)
- M.D with Distinction in Medical Humanities (https://www.texashumanities.org/humanities-distinction/)

Scholastic Honors
Alpha Omega Alpha Honor Medical Society
Alpha Omega Alpha (AOA) Honor Medical Society is a national professional organization whose aims are the "promotion of scholarship and research in medical schools, the encouragement of a high standard of character and professionalism among medical students and graduates, and the recognition of high attainment and service in medical science, patient care, and related fields".

Election is based on academic excellence, and on activities and achievements that promote the values of AOA. The top 25 percent of the graduating medical school class is eligible for nomination to the society. From this top quartile of students, up to one-sixth of the class may be elected to the society based on academic achievement, leadership, character, community service, and professionalism. Students may be chosen in the third or fourth year.

Gold Humanism Honor Society
The Gold Humanism Honor Society, sponsored by the Arnold P. Gold Foundation, recognizes students who best exemplify and manifest humanism in their interactions with patients, peers, faculty, and community. Additionally, elected students demonstrate excellence in clinical care, leadership, compassion and dedication to service. Society membership participates in a community service project that is formulated by the group.

Sample Plans of Study:
The tables below represent courses the students will take in their preclinical and clinical years.

Preclinical Curriculum
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRC 5001</td>
<td>Medicine, Behavior and Society Longitudinal Module</td>
<td>6</td>
</tr>
<tr>
<td>CIRC 5003</td>
<td>Language of Medicine Longitudinal Module</td>
<td>5.4</td>
</tr>
<tr>
<td>CIRC 5005</td>
<td>Clinical Skills Longitudinal Module</td>
<td>14.75</td>
</tr>
<tr>
<td>CIRC 5007</td>
<td>Molecules to Medicine</td>
<td>9</td>
</tr>
<tr>
<td>CIRC 5009</td>
<td>Attack and Defense</td>
<td>9</td>
</tr>
<tr>
<td>CIRC 5011</td>
<td>Circulation</td>
<td>5</td>
</tr>
<tr>
<td>CIRC 5013</td>
<td>Respiratory Health</td>
<td>4</td>
</tr>
<tr>
<td>CIRC 5015</td>
<td>Renal and Male Reproductive</td>
<td>5</td>
</tr>
<tr>
<td>CIRC 5017</td>
<td>Hematology</td>
<td>3</td>
</tr>
<tr>
<td>CIRC 6007</td>
<td>Mind, Brain and Behavior</td>
<td>9</td>
</tr>
<tr>
<td>CIRC 6009</td>
<td>Endocrine and Female Reproductive</td>
<td>7</td>
</tr>
<tr>
<td>CIRC 6011</td>
<td>Digestive Health and Nutrition</td>
<td>7</td>
</tr>
<tr>
<td>CIRC 6013</td>
<td>Form and Function: Skin, Muscles &amp; Bones</td>
<td>7.5</td>
</tr>
</tbody>
</table>

Total Credit Hours 91.65
Clinical Curriculum

INTD 3030  Clinical Foundations  3
MEDI 3105  Medicine Clerkship  8
SURG 3005  Surgery Clerkship  8
FMED 3005  Family Medicine Clerkship  6
OBGY 3005  Obstetrics/Gynecology Clerkship  6
PEDI 3005  Pediatrics Clerkship  6
PSYC 3005  Psychiatry Clerkship  6
EMED 3005  Emergency Medicine Clerkship  4
NEUR 3005  Neurology Clerkship  4
1 FOUR-WEEK SELECTIVE  4
20 WEEKS OF ELECTIVES  20
4 WEEKS OF SENIOR DIDACTICS  4
Total Credit Hours  83

Objectives & Competencies for the Doctor of Medicine (M.D.) Degree

The objectives and competencies for the educational program for the Doctor of Medicine (M.D.) degree program were initially developed and approved by the Curriculum Committee in 2008 and reaffirmed in 2018 with minor revisions. The objectives and competencies are used to guide the curriculum and ensure that students who graduate have achieved competency in three (3) areas basic to being a physician: Altruism, Knowledge, and Skills.

1. Altruism: Medical students must be compassionate and empathetic in caring for patients, and must be trustworthy and truthful in their professional dealings. They must act with integrity, honesty, and respect for patients’ privacy and dignity.

2. Knowledge: Medical students must understand the scientific basis of medicine and be able to apply that understanding to the safe and effective practice of medicine. They must utilize self-assessment and self-knowledge to optimize their learning.

3. Skills: Medical students must acquire wide-ranging skills that will enable them to care for patients as a professional.

Under each area of competency there are numerous specific objectives that a medical student will be able to do by the time of graduation. View the full list of objectives and related appendices (https://oume.uthscsa.edu/wp-content/uploads/sites/56/2018/07/Objectives_Competencies_MD_revised2018.pdf) to learn more.

1. Altruism:
   1.1 List and define the basic principles guiding ethical decision-making.
   1.2 Apply ethical concepts to medical ethical dilemmas.
   1.3 Demonstrate respect for human dignity.
   1.4 Provide compassionate patient care.
   1.5 Demonstrate honesty and integrity in educational and professional interactions.
   1.6 Demonstrate appropriate patient advocacy.
   1.7 Understand the non-medical factors that impact health.
   1.8 Understand the issues of access to health care.
   1.9 Appropriately address conflicts of interest inherent to the field of medicine.

2. Knowledge:
   2.1 Demonstrate knowledge of normal structure and function of the human body.
   2.2 Demonstrate knowledge of the pathogenesis and pathophysiology of disease and disorders.
   2.3 Demonstrate knowledge of the clinical manifestations of common conditions and disorders.
   2.4 Demonstrate knowledge of the pharmacotherapeutic modalities for common conditions and disorders.
   2.5 Demonstrate knowledge of the basic principles of clinical and translational research.
   2.6 Demonstrate knowledge of the epidemiology of common conditions and disorders.
   2.7 Demonstrate knowledge of systems of healthcare delivery.

3. Skills:
   3.1 Obtain an accurate and complete medical history.
   3.2 Perform all components of a complete physical examination.
   3.3 Prepare for and perform basic clinical procedures.
   3.4 Perform basic interpretation of commonly used diagnostic tests.
   3.5 Recognize the typical physical exam manifestations of common medical conditions and disorders.
   3.6 Demonstrate the skills of clinical reasoning and clinical problem solving for common conditions and disorders.
   3.7 Create appropriate management strategies for common conditions and disorders.
   3.8 Apply the principles of relieving total pain (physical, psychological, spiritual, social).
   3.9 Demonstrate effective and appropriate communication of medical information, both in writing and verbally.
   3.10 Demonstrate the ability and commitment to continuously improve medical knowledge and skills.

Program Policies

Learning Environment

The Long SOM is committed to creating an environment that promotes academic and professional success in learners and teachers at all levels. The institution strives to create an environment free of behaviors that can adversely affect the Teacher-Learner relationship. An environment where students, residents, fellows, faculty and staff work together, train together and promote the highest level of patient care.

All members of the Long SOM medical education community have a shared responsibility to protect the integrity of the learning environment, a right to work and learn free of unlawful discrimination, harassment and mistreatment, and to report any incident in which that positive learning environment has been compromised.
Standards of Conduct for the Teacher-Learner Relationship

- Responsibilities of teachers
  Treat all learners with respect, fairness, and equality regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation

- Responsibilities of learners
  Treat all fellow learners and teachers with respect, fairness, and equality regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation

Behaviors Inappropriate to the Teacher-Learner Relationship

Behaviors that demonstrate disrespect for others or lack of professionalism in interpersonal conduct are inappropriate and will not be tolerated by the institution. These include, but are not limited to, the following:

- unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or threat of the same;
- unwanted verbal contact including loss of personal civility such as shouting, personal attacks, insults, or displays of temper (such as throwing objects);
- sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner’s academic progress) or harassment based on age, gender, race, ethnicity, national origin, religion, disability or sexual orientation;
- discrimination of any form including in teaching and assessment based upon age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- requests for others to perform inappropriate personal errands unrelated to the didactic, investigational, or clinical situation at hand;
- grading/evaluation on factors unrelated to performance, effort, or level of achievement;
- providing health and/or psychiatric or psychological services to any student for which a teacher is involved in the academic assessment or in decisions about the promotion of that student, except in an emergency situation.

Reporting Inappropriate Conduct

General reporting processes and procedures for learners and teachers are outlined in the Standards of Conduct for Teacher-Learner Relationship and the Learning Environment policy (https://uthhealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/OUME_Policy_Standards_Conduct_Teacher_Learner_Relationship.pdf) (*UTHSA login required). The underlying concern is for the comfort of the individual raising the concern. The Long SOM will not tolerate any form of retaliatory conduct by or toward teachers or learners who report inappropriate conduct in good faith. Individuals who believe that retaliatory action has been taken against them as a result of reporting or raising a concern regarding inappropriate conduct, may report such action through the procedures set forth in the aforementioned policy.

Non-Involvement of Healthcare Providers in Student Assessment

The Non-Involvement of Healthcare Providers in Student Assessment policy (https://uthhealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/OUME_Policy_Non-Involvement_Handout.pdf) (*UTHSA login required) is established to ensure that students are evaluated based on common agreement upon performance measures that are independent of confidential or protected health information. This is essential to ensure that student academic performance is evaluated properly and to ensure that students are not discouraged from seeking medical and/or psychological/psychiatric care that is held in the strictest standards of patient privacy and confidentiality, without concern for consequent adverse actions or repercussions.

Students and health care providers should follow these procedures to make certain that the appropriate care is sought and provided.

Health care professionals who provide medical and/or psychological/psychiatric care to medical students must:

- have no role in the formal academic or professionalism evaluation of medical students at the present or future time.
- have no role in advancement/progression/graduation of medical students at the present or future time.
- recuse himself/herself from the formal academic or professionalism evaluation of medical students and from academic or professionalism decisions of advancement/progression/graduation of medical students, if a dual relationship with medical students is anticipated or is discovered, and, when appropriate and without breaching confidentiality, alert the dean for student affairs immediately.

Students should:

- seek medical care through the Student Health & Wellness Center (SHWC). This medical care is usually provided by registered nurses or advanced nurse practitioners under the supervision of the SHWC medical director. The health care providers in the SHWC may refer medical students to other academic or community health care providers for further/follow-up care.
- seek psychological/psychiatric care through the Student Counseling Center (SCC). A multidisciplinary staff, who is not involved in academic or professionalism evaluation and/or decisions of advancement/progression through the curriculum, provides evaluation and short-term treatment including counseling, psychotherapy, and medication management when necessary to medical students with mental health, situational, social, or academic concerns. The health care providers in the SCC may refer medical students to other academic or community health care providers for further/follow-up care.
- inform the SHWC and SCC that they are students at the Long SOM.

Student Mistreatment

Mistreatment of students will not be tolerated. Mistreatment, intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and interferes with the learning process. Student mistreatment may take many forms all of which impact student performance. Sexual harassment and assault, which are defined by
The Long SOM governs the expected behavior of medical students. Each uploads/sites/56/2018/07/Code-of-Professional-Conduct_2018.pdf and UT System have written expectations of professional conduct. The Center and the broader community. The Long SOM, Health Science Center with patients, but also with peers, faculty, and staff of the Health Science conduct themselves in a professional manner in interaction not only professional and ethical conduct. Medical students are expected to Code of Professional Conduct associate dean for student affairs for further instructions. These school representatives should refer the student immediately to the a student's perceptions related to mistreatment, providing guidance. Medical students who feel they have been mistreated may report such perceptions to any of the following:

- Physical or sexual harassment/assault
- Discrimination or harassment based on race, gender, age, ethnicity, religious beliefs, sexual orientation, or disability
- Disparaging or demeaning comments about an individual or group
- Loss of personal civility including shouting, displays of temper, public or private abuse, belittling, or humiliation
- Use of grading or other forms of evaluation in a punitive or retaliatory manner Sending students on inappropriate errands

Medical students who feel they have been mistreated may report such perceptions to any of the following:

- Associate Dean for Student Affairs
- Student Ombudsperson
- Chief Student Affairs Officer/Title IX Director
- Student Counseling Center
- Office of Student Life
- Course/Clerkship Director

These school representatives are empowered to informally discuss a student's perceptions related to mistreatment, providing guidance. These school representatives should refer the student immediately to the associate dean for student affairs for further instructions.

*see additional related Health Science Center policies/ procedures: "Nondiscrimination Policy and Complaint Procedure" at www.uthscsa.edu/eeo/non-discrimination.asp (http:// www.uthscsa.edu/eeo/non-discrimination.asp).

**see additional related Health Science Center policies/ procedures: "Sexual Harassment and Sexual Misconduct Policy" at www.uthscsa.edu/eeo/harassment.asp (http://uthscsa.edu/eeo/ harassment.asp).

## Code of Professional Conduct

Medical students are expected to maintain the highest standards of professional and ethical conduct. Medical students are expected to conduct themselves in a professional manner in interaction not only with patients, but also with peers, faculty, and staff of the Health Science Center and the broader community. The Long SOM, Health Science Center and UT System have written expectations of professional conduct. The Code of Professional Conduct (https://oume.uthscsa.edu/wp-content/uploads/sites/56/2018/07/Code-of-Professional-Conduct_2018.pdf) in the Long SOM governs the expected behavior of medical students. Each module, clerkship or course director may also develop additional written expectations of professional conduct.

A report of professional misconduct is investigated in accordance with applicable Long SOM, Health Science Center and the UT System policy. Any potential violation of professional conduct is reported to the associate dean for student affairs for investigation. The associate dean for student affairs will be responsible for ensuring that no retaliation is made against the complainant. The associate dean for student affairs will interview both the complainant and the accused student, allowing the accused student the opportunity to respond to the charges and to review the available evidence supporting the charges. The associate dean for student affairs will interview others as indicated. All Health Science Center personnel and students must cooperate with the investigation. At the conclusion of the investigation, the associate dean for student affairs will prepare a written report detailing the charges, the investigative process and the results of the investigation. The associate dean for student affairs will present the written report to the Student Progression and Promotion Committee (SPPC) for recommendations. Any disciplinary action/sanction(s) recommended by the SPPC shall be in accordance with the Long SOM Administration of Code of Professional Conduct for Students policy (https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/SPPC_Admin_Professional_Code.pdf) (*UTHSA login required) and applicable Health Science Center policies. The decision of the SPPC is final, pending further appeal to the dean of the Long SOM as outlined in the Appeal Process for an Academic Grievance policy (https://uthealthsa.sharepoint.com/LSOM/Documents/UME/ POLICY_LIBRARY/OUME_Academic_Grievance_Process/pdf) (*UTHSA login required).

## Grades

The Curriculum Committee (CC) is the faculty body that provides central oversight and makes recommendations to the dean and dean delegates for the overall design, management and evaluation of a coherent and coordinated curriculum. The Student Progression and Promotions Committee (SPPC) is the faculty body charged with review of the academic progress and professional development of each student during all components of the medical education program. The SPPC has primary responsibility for recommending for graduation only those candidates who have satisfactorily completed all graduation requirements and demonstrated the professional conduct appropriate for a physician.

The preclinical phase includes modules taught from the beginning of the first academic year through mid-spring of the second academic year. The clinical phase includes all clerkships and selective/ elective courses. The module director determines the academic standards for successful completion of a preclinical module, adhering to a grading rubric approved by the CC. In the clinical years, academic standards for successful completion of a clerkship or selective/elective are determined by the clerkship or course director, remaining within the bounds of applicable CC standardization and approval.

The preclinical and clinical education leaders in accordance with the CC policy and Office for Undergraduate Medical Education (OUME) standards set the grade composition for preclinical modules and clerkships. Per the Timely Reporting of Grades to Students policy (https:// uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/ CC_Policy_Timely_Reporting_Final_Grades.pdf) (*UTHSA login required), final grades in the preclinical curriculum must be made available to students within 4 weeks of the last day of the module/course. Final clerkship grades must be made available to students within 6 weeks of
the last day of the clerkship. Final grades in the curriculum are submitted to the OUME and ratified by the SPPC.

**Grading**

All module and clerkship grades are based on Honors, High Pass, Pass, Fail system. Grades of Honors, High Pass, and Pass are considered passing. The grade of Incomplete (I) is reserved for circumstances in which academic work is not completed due to illness, family emergency, or other non-academic extenuating circumstances.

**Assignment of Final Module Grade:** All activities that contribute to the final module grade will be entered into a grade calculator maintained and managed by the Office of UME, and the point total will convert to a grade as follows:

- **Honors** = 90.00-100 and all Components meet “Honors” benchmarks
- **High Pass** = 85.00-89.99 and all Components meet “High Pass” benchmarks
- **Pass** = 70.00-84.99 OR >84.99 points but did not meet all benchmarks for “High Pass”
- **Fail** = 0-69.99 or failure of one or more individual components

For purposes of class rank, each letter grade is assigned a point value as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>4 points</td>
</tr>
<tr>
<td>High Pass</td>
<td>3.5 points</td>
</tr>
<tr>
<td>Pass</td>
<td>3 points</td>
</tr>
<tr>
<td>Remediated Pass</td>
<td>2 points</td>
</tr>
<tr>
<td>Fail</td>
<td>0 points</td>
</tr>
</tbody>
</table>

Remediation grades (as described below) will be classified as Remediated Pass and

Class rank will be calculated twice during the four-year medical education program as follows: 1) at the conclusion of the preclinical curriculum 2) at the date that the clerkships must be completed during the clinical years.

**Grades for Electives and Selectives**

Grades for electives and selectives are based on a pass/fail system. Clinical course student assessment is based on competency and professionalism as per the individual elective or selective grading rubric.

**Academic Progression**

**General Academic Progression and Professionalism Requirements**

Per the General Academic Progression and Professionalism Requirements for the the Doctor of Medicine (M.D) Degree Program policy ([https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/SPPC_Policy_General_Progression_Professionalism_Reqs.pdf](https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/SPPC_Policy_General_Progression_Professionalism_Reqs.pdf) (*UTHSA login required*), students who fail to meet minimum passing standards at the conclusion of any Long SOM course are subject to review of their performance in previous coursework. Failure to meet minimum passing standards in more than one course between the time of matriculation and graduation may result in the student being required to repeat a portion of the curriculum or may result in dismissal. Students who fail to complete all degree requirements within six years from matriculation may meet criteria for dismissal. Students who exhibit unprofessional behavior may be subject to dismissal.

The Student Progression and Promotion Committee (SPPC) monitors student progression, promotion, and professional development leading to successful completion of the M.D. degree program. The SPPC ensures uniformity in promotion and graduation by executing established policies related to student advancement and professionalism expectations that are universally applied to all medical students. In this role the SPPC has the authority to:

- mandate a leave of absence (LOA) for a student,
- mandate that a student meet with the associate dean for student affairs and/or the associate dean for curriculum,
- restrict the extracurricular activities of a student, including removal from an office or leadership position the student may hold, and/or
- dismiss a student from the program.

**Policy on Academic Progression - by individual year**

All students are subject to the Impact of Course Failure on Academic Progression policy ([https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/CC_Policy_Course_Failure_Impact.pdf](https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/CC_Policy_Course_Failure_Impact.pdf) (*UTHSA login required). Students should be aware that they are subject to dismissal if they fail to meet satisfactory academic progression requirements. Students should reference the above policy for details regarding the impact of course failures.

**Student Progress Based on NBME Comprehensive Basic Science Exam Performance**

The National Board of Medical Examiners (NBME) offers the Comprehensive Basic Science Exam (CBSE), an achievement test covering material typically learned during basic science education. The CBSE is designed to reflect the content of USMLE Step 1 exam, and is typically used to gauge readiness for USMLE Step 1 and to identify areas of individual strength and weakness in basic science material. Scores on CBSE can be correlated to scores on USMLE Step 1. The Long SOM has established policies pertaining to successful performance on the CBSE prior to taking the USMLE Step 1 in order to ensure that graduates meet at least minimal licensing requirements and to optimize career outcomes for our students.

All students must take the CBSE at the conclusion of the preclinical phase of the curriculum at a date and time established by the Office for Undergraduate Medical Education (OUME). Students are required to meet score benchmarks established by the OUME in order to progress to the clinical/elective phase of the curriculum, including clerkships. Inability to test on the established testing date may delay planned coursework. Students who miss testing will be placed in a USMLE Step 1 readiness pathway and will be scheduled to take the CBSE at the next offered opportunity. See Student Progress Based on NBME Comprehensive Basic Science Exam Performance policy ([https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/SPPC_CBSE_Requirements.pdf](https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/SPPC_CBSE_Requirements.pdf) (*UTHSA login required).
boards in every state as evidence of core competency to practice medicine. The current required exams are USMLE Step 1, USMLE Step 2 CK (Clinical Knowledge), and USMLE Step 3. The USMLE Step 3 is taken after medical school graduation.

It is essential that medical students meet required benchmarks that lead to medical licensure. Although designed for the purpose of licensing physicians, scores on USMLE Step 1 and USMLE Step 2 CK are often used by graduate medical education programs in decisions to interview and rank medical students for residency positions. It is therefore incumbent upon the SOM to establish policies pertaining to the timing and passage of the USMLE in order to optimize career outcomes for students and to ensure that graduates meet at least minimal licensing requirements.

Student must pass the USMLE Step 1 and Step 2 CK in order to graduate from the Long School of Medicine per policies governing the number of attempts on each USMLE step exam. See the relevant policy listed below (*UTHSA login required):

- Requirements for USMLE Step 1 exam (https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/CC_USMLE_Step1_Requirements.pdf)
- Requirements for USMLE Step 2 CK exam (https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/CC_USMLE_Step2ck_Requirements.pdf)

**Appeal Process for an Academic Grievance**

An academic grievance is a complaint regarding an academic decision or action that may affect the student’s academic record and or concerns adversely influencing the student’s academic status. Examples include, but are not limited to, examination score, module, course or clerkship grades, clinical course narrative comments, remediation, repetition, suspension, probation, professionalism sanctions, and dismissal. A medical student may choose to resolve an academic grievance in the preclinical and clinical phases of the curriculum through either an informal or formal appeal process. An informal appeal process allows a student to pursue resolution of a grievance directly within the administrative structure of a course (i.e. through the associate dean for curriculum in the preclinical curriculum or the clerkship director/course director in the clinical curriculum), while a formal appeal process allows a student to pursue resolution of a grievance through the medical school’s Student Progression and Promotions Committee (SPPC). The Appeal Process for an Academic Grievance policy (https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/OUME_Academic_Grievance_Process.pdf) (*UTHSA login required) defines the procedure and timeline for each option.

**Adverse Action Policy**

An adverse action is any action taken by the Student Progression and Promotion Committee (SPPC) that affects the status of a student. These actions include dismissal, a mandated leave of absence, repetition of a year of the curriculum, and any action that would affect a student’s standard progression through the curriculum. As stated in the Appeal Process for an Academic Grievance policy (https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/OUME_Academic_Grievance_Process.pdf) (*UTHSA login required) and Student Mistreatment Policy (https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/OUME_Student_Mistreatment_Policy.pdf) (*UTHSA login required) a medical student may choose to resolve an academic or non-academic grievance through either an informal or formal appeal process. However, adverse actions require special attention that include an opportunity to respond to the impending action that relates to advancement, graduation, or dismissal. In those cases, this policy takes precedence over other appeal processes.

A student facing an adverse action that relates to advancement, graduation, or dismissal will have an opportunity to respond to the impending action, including the option to appear before the Student Progression & Promotion committee (SPPC) PRIOR to any SPPC decision. The Adverse Action policy (https://uthealthsa.sharepoint.com/LSOM/Documents/UME/POLICY_LIBRARY/SPPC_Adverse_Action_Policy.pdf) (*UTHSA login required) defines the procedure and timeline for a student wishing to respond to an impending adverse action.

**Dual Degree M.D./M.B.A. Program**

**Overview - Currently On Hold**

The M.D./M.B.A. program is a dual degree program where graduate students have the opportunity to concurrently earn both a Master's of Business Administration (M.B.A.) from The University of Texas at San Antonio (UTSA) and a Doctor of Medicine (M.D.) degree from The University of Texas Health Science Center at San Antonio (UT Health) over the course of five years. Students complete both the M.B.A. and M.D. curriculum in full, though shared credits may be available for specified courses. Given the current disruption due to COVID-19, the M.D./M.B.A program is currently on hold for the 2021 - 2022 academic year.

**Admission Requirements**

Students must meet all entrance requirements for admission to UTSA Masters of Business Administration program per the UTSA annual Information Bulletin, which is available online via the UTSA website. The Long School of Medicine retains the right to 1) set eligibility requirements for application based on performance within the MD curriculum and 2) set limits on numbers of students that can apply each academic year. Students may substitute their scores from the MCAT in lieu of the GMAT. Students are responsible for informing the Long School of Medicine of their application to the M.B.A. program. The Long School of Medicine will send a letter of support for their applicants to UTSA.

**Degree Requirements**

Students will be held to the degree requirements set by both institutions, to include:

- Students admitted to the M.B.A. program or the M.D. program will be expected to meet the degree requirements as published in the UTSA Graduate Catalog or the UT Health Long School of Medicine Catalog, respectively. Once those requirements are met in the respective programs, the students will be eligible to receive the M.B.A. and/or the M.D. degree.
- Progress and academic standing in one program does not affect progress in the other program, although shared credit is only granted for courses satisfactorily completed. However, if a student in the program does not complete the requirements of the M.D. program, the student may complete the M.B.A. program by fulfilling all the requirements of the M.B.A. program.
Program Policies

The UT Health Long School of Medicine M.D. curriculum is guided by best educational practices. The four-year curriculum integrates basic and clinical sciences, vertically and horizontally, incorporates active learning principles and pedagogies, fosters the development of self-directed learning skills and appraisal, and inculcates the concept of lifelong learning, incorporating the use of interactive technologies.

The M.D./M.B.A. Program expects students who are pursuing the dual degree to maintain standards of academic excellence, to progress in a timely fashion toward both the M.D. and M.B.A. degrees, and to maintain professionalism. Students will be subject to the academic guidelines of both the Long School of Medicine and UTSA.

Students who are enrolled in the dual degree program should be aware of the registration, tuition and fees and financial aid procedures for each institution. Additional policies include:

- Each student shall be responsible for payment of tuition at each institution at which the student is enrolled. The students may be assessed any special fees relevant to enrollment in courses at each institution. Such fees may include building use fees, laboratory use fees, professional liability insurance and health insurance, along with any other fees routinely charged to students enrolled in such course. Students are required to provide proof of immunizations to each institution.
- Both institutions agree to determine the appropriateness of enrollment and continued financial support for students accepted to the Program, including coordination of financial aid awards for students completing both degree in five years.
- Students must be registered at UTSA during the semesters in which they are 1) utilizing any of the UTSA resources, including faculty time and effort, 2) submitting a research proposal to the Research Services Office (if applicable), 3) carrying out the culminating experience/thesis work, and 4) completing the degree requirements at UTSA for the M.B.A.

The policies and procedures of the dual degree program may be amended from time to time, including but not limited to those relating to registration, tuition and fees, and degree requirements. Policies and procedures shall apply to each student enrolled in UTSA and UT Health’s degree program.

Dual Degree M.D./M.P.H. Program

The M.D./M.P.H. Program prepares physicians to treat individuals and populations through training in medicine, biostatistics, epidemiology, behavioral science, public policy, environmental science, and global health. This program allows students to concurrently earn an M.D., through the Long School of Medicine (Long SOM), and a Master in Public Health (M.P.H.), through the University of Texas Health Science Center at Houston (UTHealth) School of Public Health in San Antonio. Classes are available online, in person, or through an interactive video link (ITV) to other UTHealth School of Public Health campuses. A student must be accepted to both the Long SOM and the UTHealth School of Public Health in San Antonio to be a part of the M.D./M.P.H. dual degree program.

The M.P.H. requires completion of 45 credit hours, 12 of which are shared credit hours for completion of the M.D. curriculum in the Long SOM. The program allows both M.D. and M.P.H. degree completion within four or five years.

For more information about the program, or to contact program coordinators or faculty at either school, please email MDPMPH@uthscsa.edu

Admissions Requirements

Applicants to the M.D./M.P.H. Dual Degree Program will be admitted independently by the Long SOM Admissions Committee to the M.D. program and by UTHSC-H SPH to the M.P.H. program according to the admission schedule of each Party. Applicants will be required to meet all standards stipulated by the respective institutions as detailed in their admissions policies.

If accepted into the dual degree program, students traditionally begin coursework for the M.P.H., online or in-person, the summer before starting medical school.

Degree Requirements

This program allows students to accomplish the M.D. and the M.P.H. in four years; however, students may decide to take five years to complete both degrees. The M.P.H. requires completion of 45 credit hours, 12 of which are shared credit hours for completion of the M.D. curriculum in the Long SOM.

Program Policies

The M.D./M.P.H. Program prepares physicians to treat individuals and populations via training in biostatistics, epidemiology, behavioral science, public policy, and environmental health. This program allows students to attain the M.D. and the M.P.H. concurrently; however, students may decide to take five years to complete both degrees. Candidates must be accepted by both the Long SOM and the UTHealth School of Public Health in San Antonio, which are separate admissions processes, in order to become a part of the dual degree program. If accepted into the dual degree program, students traditionally begin coursework for the M.P.H. (online or in-person) the summer before starting medical school. The M.P.H. requires completion of 45 credit hours, 12 of which are shared with the M.D. curriculum in the Long SOM.

The UTHealth School of Public Health in San Antonio is the local campus with full-time faculty. The campus is located less than one mile from the Long SOM, with convenient parking. Classes are offered online and in person with instructors from San Antonio and via ITV with instructors from other UTHealth School of Public Health campuses. See the San Antonio campus website (https://sph.uth.edu/campuses/san-antonio/).

The M.D./M.P.H. Program expects students who are pursuing the dual degree to maintain standards of academic excellence, to progress in a timely fashion toward both the M.D. and M.P.H. degrees, and to maintain professionalism. Students will be subject to the academic guidelines of both the Long SOM and the UTHealth School of Public Health in San Antonio. Failure to meet or achieve the established standards will result in denial of advancement and dismissal from the M.D./M.P.H. Program. A student’s academic standing and ability to progress with respect to either the Long SOM or the UTHealth School of Public Health in San Antonio are administered through the appropriate dean’s office or their designees. M.D./M.P.H. students shall have the right to appeal a decision of dismissal from the program. Dual degree students maintain their right to formally appeal decisions regarding academic and non-academic concerns within the policies of the respective institutions.
Dual Degree M.D./OMS Certificate Program

The Oral and Maxillofacial Surgery (OMS) certificate program is a six-year course of study, leading sequentially to an M.D. degree and then an OMS Certificate. All of the training occurs on the campus of the Health Science Center or on rotations with clinical partners affiliated with the Health Science Center. There are currently no off-site rotations.

Admissions Requirements

Applications to the M.D./OMS Certificate Program are submitted through the American Dental Education Association Postdoctoral Application Support Service (ADEA PASS) and acceptances are offered through the Postdoctoral Dental Matching Program at National Matching Services, Inc. The applicants must have a dental degree granted by a CODA-recognized school in the United States or Canada, must be a U.S. citizen or legal resident, and must demonstrate outstanding academic ability, clinical skills, and professionalism.

The Long SOM Admissions Committee has full and final authority for all students admitted to the M.D. program. The M.D./OMS Liaison of the Long SOM Admissions Committee will assist the combined certificate program with reviews, interviews, assessments, and selections of potential applicants. The members of the M.D./OMS subcommittee present at deliberations will approve the rank list on behalf of the entire Long SOM Admissions Committee. The M.D./OMS Certificate Program will accept a maximum of 3 students per entering class.

Only applicants who are American citizens or possess official status as Permanent Residents of the U.S. can be considered for interview and acceptance at this time.

Degree Requirements

Students in the M.D./OMS Certificate Program are given predetermined advanced standing in the medical school because much of their foundational curriculum was completed during dental school. The Long SOM will allow for a maximum bulk transfer of 44 credit hours for the successful completion of foundational coursework in a CODA-recognized D.D.S. or D.M.D. program. (The foundational coursework can include Biochemistry, Embryology, Introduction to Professional Ethics, Introduction to History Taking and Physical Exam Skills, Foundations of Professional Development, Gross Anatomy, Histology, Microbiology, Pharmacology, and Physiology).

Plan of Study

Preclinical Curriculum

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<tr>
<td>CIRC 6007</td>
<td>Mind, Brain and Behavior</td>
<td>9</td>
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<tr>
<td>CIRC 6009</td>
<td>Endocrine and Female Reproductive</td>
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<td>CIRC 6011</td>
<td>Digestive Health and Nutrition</td>
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<tr>
<td>CIRC 5005</td>
<td>Clinical Skills Longitudinal Module</td>
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Students are on OMS rotation in mid December after formal semester ends

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<td>CIRC 5013</td>
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<tr>
<td>CIRC 5015</td>
<td>Renal and Male Reproductive</td>
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Clinical Curriculum

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<td>FMED 3005</td>
<td>Family Medicine Clerkship</td>
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<td>MEDI 3105</td>
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<td>OBGY 3005</td>
<td>Obstetrics/Gynecology Clerkship</td>
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<td>PEDI 3005</td>
<td>Pediatrics Clerkship</td>
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<tr>
<td>SURG 3005</td>
<td>Surgery Clerkship</td>
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Advanced Clinical Rotations

The advanced clinical rotations are designed to prepare students for their one-year graduate surgical training prior to the two-year advanced OMS specialty rotations.

Inpatient sub-internship selective 4 weeks:
- ANES 4002 Critical Care 4 credit hours
- Surg 4012 Oral Maxillofacial Surgery 4 credit hours
- Didactics 4 weeks:
  - EMSP 4100 Advanced Cardiac Life Support 1 credit hour
  - INTD 4105 Medical Jurisprudence 0.5 credit hour
  - MEDI 4115 Palliative Care 0.5 credit hour
  - PATH 4290 Clinically Applied Laboratory Medicine (CALM) 0.5 credit hour

Three didactic electives chosen by the student (0.5 hours/elective)

Students are on OMS rotation for additional 20 weeks

Students must also pass USMLE Step 1 and USMLE Step 2 CK/CS within three attempts as a requirement for medical school graduation.

Of note, during all three years of the M.D. component of the OMS Certificate Program, students may have additional didactic or clinical training requirements that are outside the typical Long School of Medicine Academic Calendar. These additional requirements are not mandatory requirements for the M.D. degree, but are necessary requirements for the OMS Certificate.

ANES 4002. Critical Care. 4 Credit Hours.

Students are required to participate in the adult surgical intensive care unit at Audie Murphy VA Hospital. Emphasis will be placed on the diagnosis and treatment of all aspects of acute respiratory failure, especially that occurring in the postoperative state, including post-cardiac surgery. The principles of pulmonary, renal, cardiac, and nutritional support will be discussed. The ethics of life support are also discussed.

CIRC 5005. Clinical Skills Longitudinal Module. 14.75 Credit Hours.

The Clinical Skills Longitudinal module threads throughout the entire first and second year curriculum. Using standardized and real patients, students learn medical history taking and physical examination techniques. In addition, through didactic sessions, simulations, small group sessions and labs, students master the knowledge, communication skills, professional, and interpersonal skills necessary for fostering positive doctor-patient relationships.
CIRC 5011. Circulation. 5 Credit Hours.
The Circulation module provides an integrated approach to the basic and clinical science concepts related to the cardiovascular and hematopoietic systems. Students acquire a broad understanding of normal structure and function of the cardiovascular and hematopoietic systems including the cardiac cycle, cardiovascular pressures and flows, nutrients and oxygen delivery, hematopoiesis, and the hemostasis system through active, collaborative learning activities which may include, but are not limited to, laboratory, small group, and clinical case sessions. A comprehensive, multidisciplinary overview of the pathophysiology, epidemiology, biostatistics, interpretation of diagnostic tests, and pharmacotherapeutic and other therapeutic principles related to cardiovascular and hematopoietic disorders is included.

CIRC 5013. Respiratory Health. 4 Credit Hours.
The Respiratory Health module integrates basic science and clinical concepts related to respiratory health disease. A comprehensive study is conducted of the normal structure and function, pathophysiology/pathology, clinical manifestations, and interpretation of diagnostic tests for respiratory diseases. The student is immersed in a multidisciplinary study of pharmacotherapeutic approaches to treatment, interventional therapies, the use of evidence-based medicine and research, epidemiology, and prevention in the field of respiratory health. Students acquire a broad understanding of normal and abnormal respiratory system function through active, collaborative learning activities which may include, but are not limited to laboratory, small group, and clinical case sessions.

CIRC 5015. Renal and Male Reproductive. 5 Credit Hours.
The Renal and Male Reproductive module is a comprehensive overview of the structural and urologic components of the renal and the male reproductive system. Students gain a deeper understanding of glomerular and tubular function and pathology, as well as acute and chronic kidney injury and also benefit from a multidisciplinary approach represented by adult and pediatrics, and biochemistry. A broad understanding of normal and abnormal renal and male reproductive system function is achieved through active, collaborative learning activities that may include, but are not limited to laboratory, small group, and clinical case sessions.

CIRC 5017. Hematology. 3 Credit Hours.
The goal of this course is to expose students to the pathogenesis and pathophysiology of disease and disorders as they pertain to the specialty of hematology. During the module, the first year medical students will come to appreciate the basic science foundation for the clinical practice of Hematology. Students will gain an understanding of the medical non-medical factors that effect the hematology system.

CIRC 6007. Mind, Brain and Behavior. 9 Credit Hours.
Mind, Brain, and Behavior module provides a comprehensive introduction to the normal anatomy, development, physiology and radiological features of the human nervous system and its pathologic disorders. Through active learning methods, students will practice clinical assessment of the nervous system while learning the major features of common neurological, neurosurgical, psychiatric and psychological disorders and pharmacological approach for the nature of the experience of the brain. The student will gain an appreciation for the nature of the experience of having an illness affecting the brain and mind, and a deepened compassion for patients with these illnesses.

CIRC 6009. Endocrine and Female Reproductive. 7 Credit Hours.
The Endocrine- Reproductive module provides an integrated, comprehensive study of the normal structure and function of the endocrine and reproductive systems as well as the clinical manifestations of endocrine and reproductive disorders. Innovative, active learning methods which may include, but are not limited to laboratory, small group, and clinical case sessions allow students to develop critical thinking skills and gain a deeper understanding of the role of the endocrine system in regulation of metabolic activity, water and electrolyte balance, the endocrinology of the menstrual cycle, pregnancy, as well as human reproduction. The students benefit from a multidisciplinary approach incorporating the study of pharmacotherapeutic modalities, evidence based medicine, as well as current clinical/translational research applications into the endocrinology/reproductive medicine curriculum.

CIRC 6011. Digestive Health and Nutrition. 7 Credit Hours.
The Digestive Health and Nutrition module provides an integrated overview of the basic science and clinical concepts related to digestive health and nutrition. Through innovative learning methods that may include, but are not limited to laboratory, small group, and clinical case sessions, students gain a deeper understanding of the normal structure and function of the digestive system, as well as pathophysiology/pathology, clinical manifestations and interpretation of diagnostic tests as they relate to digestive health and nutrition. This comprehensive, multidisciplinary study includes pharmacotherapeutic approaches to treatment, interventional therapies, psychosocial aspects of digestive disease, the use of evidence-based medicine and research, epidemiology, and prevention in the field of digestive health and nutrition.

EMED 3005. Emergency Medicine Clerkship. 4 Credit Hours.
This four week core clerkship introduces the 3rd year medical students to the specialty of emergency medicine and reviews principles of emergency care that will benefit a graduate entering any specialty.

EMSP 4100. Advanced Cardiac Life Support. 1 Credit Hour.
The focus of this course is the initial management of the cardiopulmonary-arrest patient including advanced airway management techniques, cardiovascular pharmacology, defibrillation, and arrhythmia analysis. The student must review the current AHA ACLS text prior to class. Successful completion results in an ACLS Provider Course Completion Card. Instruction presented satisfies guidelines published by the American Heart Association’s ECC for their ACLS core curriculum.

FMED 3005. Family Medicine Clerkship. 6 Credit Hours.
The family medicine clerkship introduces students to the principles, philosophy, and practice of family medicine, including fundamental concepts of comprehensive, continuous, cost-effective, family-oriented medical care. Students participate in the care of patients in various outpatient and inpatient settings. Students will have the opportunity to practice clinical problem solving in the undifferentiated patient and to improve their basic clinical skills. Students are expected to gain basic knowledge in the diagnosis and management of common family medicine problems, health promotion/disease prevention, and geriatrics. Prerequisites: Successful completion of all required preclinical courses is prerequisite to enrollment in any of the clinical clerkships.
MEDI 4115. Palliative Care. 0.5 Credit Hours.
This MS4 didactic elective will focus on the main beliefs of palliative care, which include symptom control and end-of-life care in general and in specific populations, fulfilling the following educational principles, applicable to many other areas in medicine: * Communication skills instruction for medical students * Exposure to interdisciplinary teams (IDT) * Instruction in the multicultural practice of medicine.

NEUR 3005. Neurology Clerkship. 4 Credit Hours.
This core clerkship is designed to give the student experience in evaluation of patients with neurologic disorders an opportunity to master the neurological exam in inpatient ward and consultation settings, as well as outpatient settings. The student will be expected to participate in the complete care of assigned General Neurology Ward patients and patients on the Stroke Specialty Wards. Students will also participate in Neurology consult rounds and have an opportunity to see consult patients. They will be assigned to either the University Hospital or VA Neurology wards/consult services for two weeks of the rotation. They will spend one week of the rotation of the Stroke wards service and participate in stroke specialty clinics during that week. One week of the rotation will be devoted to participating in a variety of general neurology and specialty clinics. Students are required to perform appropriately focused history and physical exams, prepare written and verbal presentations, interpret laboratory data and develop a differential diagnosis and management plan on all assigned patients. Students will also attend neurology morning report, the MS3 Neurology Lecture Series, selected Neurology Residency Lecture Series topics and Neurology grand Rounds. Students will receive a clinical performance evaluation by the supervising attending and residents using the SOM 3rd year medical student evaluation form.

OBGY 3005. Obstetrics/Gynecology Clerkship. 6 Credit Hours.
A clerkship consisting of gynecology and obstetrics is provided for medical students who have successfully completed the course in reproductive physiology and pathophysiology. The goal of the clerkship is to provide students with opportunities to prepare to function as a house officer capable of providing preventive care and treatment or competent to identify the patient’s need for direction into an appropriate care environment. Supervised direct patient experience occurs in the obstetrical wards, operating room, labor and delivery suite, emergency room, and the obstetrical, gynecologic, family planning, and cancer detection clinics. A guide identifying instructional goals and the mechanisms to reach them is provided. Twenty-five seminars provide the opportunity for integration of clinical experience and didactic learning. In order to enroll, students must have successfully completed all required preclinical courses.

PATH 4290. Clinically Applied Laboratory Medicine (CALM). 0.5 Credit Hours.
This course is an eleven-contact-hour mandatory course in laboratory medicine for MSIV students. Offered during the spring semester, the course is taught by members of the Pathology Department using patient case scenarios to illustrate laboratory medicine aspects of patient care management. An introductory one-hour lecture is presented to the entire class as a whole to provide course format information and small-group assignments. Groups of twenty-five to thirty students are formed based upon medical/surgical specialties; a student is assigned to a group according to chosen specialty. Patient cases are selected to emphasize important laboratory medicine points pertinent to a particular specialty.
PEDI 3005. Pediatrics Clerkship. 6 Credit Hours.
This third-year pediatric clerkship addresses issues unique to childhood and adolescence by focusing on human developmental biology, and by emphasizing the impact of family, community, and society on child health and well-being. Additionally, the clerkship focuses on the impact of disease and its treatment on the developing human, and emphasizes growth and development, principles of health supervision, and recognition of common health problems. The role of the pediatrician in prevention of disease and injury and the importance of collaboration between the pediatrician and other health professionals is stressed. During this clerkship, students spend time working in outpatient and inpatient settings.

PSYC 3005. Psychiatry Clerkship. 6 Credit Hours.
The psychiatric clinical clerkship is designed to familiarize the student with the personality traits, illnesses, and emotional disturbances that affect health and productivity. It is an opportunity for the student to develop and strengthen clinical skills in interviewing patients, formulating treatment plans, and carrying out treatment with patients who have psychiatric illness. The clerkship is arranged so the student may select the assignment area on the basis of particular interest, i.e., an inpatient/outpatient setting. The student's role in the clerkship is arranged to allow for considerable experience in the working relationship between patient and "physician" in the treatment process. Seminars have been developed to allow the student an in-depth appreciation of the various psychiatric states and emotional problems that affect the general practice of medicine. The student-staff ratio allows for small groups of students to meet with faculty, thereby enhancing learning. The clerkship is an opportunity for the students to look at their personal feelings and values and understand how they influence patient care, to learn how to deal with psychiatric disease, and to become more comfortable in dealing with the personalities of patients with organic disease. Prerequisites: Successful completion of all required preclinical courses is prerequisite to enrollment in any of the clinical clerkships.

SURG 3005. Surgery Clerkship. 8 Credit Hours.
The eight-week core surgery clerkship is divided into a four-week general surgery rotation and a four-week surgery specialty rotation. The goals of the third-year surgical curriculum are divided into 5 broad categories: 1. Preparation of the medical student for patient care/clinical skills, including a. performance of a focused history and physical examination on a surgical patient, b. interpretation of diagnostic tests and procedures for the surgical patient, c. performance of basic technical skills, d. demonstration of clinical reasoning and problem-solving skills for the surgical patient, e. formulation of a diagnostic and therapeutic plan for a surgical patient; 2. Increase fund of medical knowledge for a surgical patient, 3. Self-directed learning, 4. Application of best evidence-based practices to improve patient care and to prepare for daily activities, and 5. Development of interpersonal and communication skills, including: a. oral presentations to the surgical team, b. written notes in the medical record, c. relationship with patients and their families, d. relationship with the healthcare team, e. practice of professionalism in all settings. In order to achieve these goals, the student should have a sound knowledge of surgical anatomy and the pathophysiology of surgical illness. The student should have strong understanding of the patient's surgical disease process. The student should master simple basic technical skills by the end of the clerkship. The student should master a focused history and physical examination on a surgical patient. The student should propose and interpret diagnostic tests and procedures that are appropriate for the surgical disease. The student should develop a differential diagnosis and demonstrate clinical reasoning and problem-solving skills that integrate clinical data. The student should develop a logical diagnostic and therapeutic plan for surgical problems. The student should develop strong interpersonal relationships and communication skills with patients, their families and the healthcare team. The student should be well read and well prepared for operations and rounds, and begin to develop good habits for self-directed, lifelong learning. The student should demonstrate an understanding of best practices that improve the health of surgical patients. The student should provide competent, compassionate care for patients in all surgical settings.

SURG 4012. Oral Maxillofacial Surgery. 4 Credit Hours.
Senior students function as "interns" on the oral maxillofacial surgery service. They admit and discharge oral maxillofacial patients. They perform history and physical examinations, and keep daily records on oral maxillofacial patients. They follow patients in the outpatient clinics, in the emergency department, in the intensive care units, and on general wards. They participate in operations for their patients. They participate in pre- and post-operative care of oral maxillofacial issues including outpatient sedation and anesthesia, dentoalveolar surgery, facial fractures, facial aesthetic and reconstructive surgery, management of facial and dental pain, and management of facial infections.

Master of Deaf Education and Hearing Science
The Master of Deaf Education and Hearing Science (MDHES) Program, nationally certified by the Council on Education of the Deaf, was created in 2002 in order to provide graduate students in deaf education and medicine the opportunity to build the relationships needed to provide quality services to children with hearing loss. This program is one of only a handful in the country that provides intensive training in how to help children with hearing loss develop spoken language through the use of residual hearing, high-powered hearing aids and modern surgical procedures such as cochlear implants. The San Antonio based program holds courses at an approved off campus location, Sunshine Cottage...
School for Deaf Children. A Houston-based cohort is accepted biannually with synchronous courses held via teleconference at the Center for Hearing and Speech.

Certified teachers for children with hearing loss are in high demand. Every year positions across the nation go unfilled because of the lack of qualified professionals. In Texas alone, 20-30 teacher vacancies go unfilled annually. If you have an interest in children, language and communication, and a bachelor’s degree already, the MDEHS could be the next step in your career. There are generous tuition scholarships available.

Admissions Requirements
Application for admission to the Master of Deaf Education and Hearing Science (https://lsom.uthscsa.edu/otolaryngology/academics/deaf-education/) (MDEHS) Program may be completed online at https://www.applytexas.org/adappc/commonapp.WBX. Completed application, application fee, official transcripts, and supporting documents must be submitted between August 1 and February 1.

All required admissions information and documents must be submitted to the department before an applicant is considered for admission. Because applications and documents are reviewed as they are received, applicants are encouraged to apply early in the application period. Classes begin in the summer semester each year.

Admission Factors
In addition to the academic factors listed below, the following non-academic factors are considered for selecting students for the MDEHS:

- Hometown or county of residence that has been designated a medically underserved and/or health professions shortage area, especially South Texas
- Employment history, especially as it occurred simultaneously with undergraduate academic preparation
- Positions of leadership held
- Public/community service or volunteer activities
- Volunteer activities in education-related areas
- Prior experience in providing educational-related services
- Extracurricular activities
- Communication skills – as demonstrated in the essay and personal interview
- Commitment/desire to serve in an underserved region of the state following graduation
- Reference letters or recommendations
- Research accomplishments
- Future goals
- Knowledge of, and preparation to enter, the profession of deaf education gained through observing or volunteering in a school setting or other setting

Admission Requirements
To be admitted to the MDEHS (https://lsom.uthscsa.edu/otolaryngology/academics/deaf-education/) Program, applicants must have earned a baccalaureate degree from an accredited college or university, with an overall grade point average of 3.0. Incoming students must have completed a baccalaureate degree in education or a related field (e.g., communication science disorders). Depending on the applicant’s background, collateral coursework in Curriculum and Instruction from another college or university may be required. In addition, 50 hours of classroom observation and 25 hours of field experience may be required for non-education majors. Observation and field experience hours may be waived based upon review of undergraduate transcripts and experience.

Degree Requirements
State Certification
Deaf Education and Hearing Science is a profession requiring certification in teaching hearing-impaired children. State of Texas Certification examinations are administered through the State Board of Educator Certification (SBEC) (http://www.tea.state.tx.us/index4.aspx?id=3461). All students who enter the program already holding teacher certification must pass the Texas Examinations of Educator Standards (TExES) Deaf and Hard of Hearing (#181). Students who enter the program as non-teachers must also become certified as teachers in Texas and must pass the Pedagogy and Professional Responsibilities Exam, EC–12 (TExES). The MDEHS Program is nationally accredited through the Council on Education of the Deaf (CED) (http://www.deafed.net/PageText.asp?hdnPageSize=58). It is highly recommended that students apply for certification through CED as well.

Co-Requisites
Two sign language classes from an accredited college or university must be completed during coursework.

Sample Plan of Study

Co/Pre-Requisites
- ALS I
- ALS II

First Year

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<td>DEHS 5005</td>
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Second Year

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<tr>
<td>Summer</td>
<td>INTD 5064</td>
<td>Applied Statistics for Health Care Practitioners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DEHS 6004</td>
<td>Curriculum Mod-Child W/Hear Loss</td>
<td>2.5</td>
</tr>
</tbody>
</table>
grades:

The standing of students in their work is expressed by the following grades:

A = Excellent
B = Above Average
C = Average
D = Below Average

Grades for courses in which performance is graded an S (Satisfactory) or U (Unsatisfactory) are not used in computing the grade point average. The symbol I (incomplete) may be recorded for a student who has not completed course assignments at the conclusion of the course.

In some programs, students have the option of seeking exemption from certain courses in the curriculum if they have successfully completed an equivalent course in the curriculum at another college or university or content in an examination. The symbol CR (Credit) is recorded for a course(s) for which the student has been exempted.

Grades in Clinical Rotations, Practicums, and Fieldwork Courses

Clinical Rotations, Practicums, and Fieldwork Courses may be graded S (Satisfactory) or U (Unsatisfactory), or may be assigned a letter grade, depending on the departmental policy.

A grade of S or other designation of an acceptable grade is assigned if the student successfully satisfies the criteria for clinical courses. Failure to successfully satisfy the course criteria may result in an I (Incomplete) or a U (Unsatisfactory) or a letter grade considered unsatisfactory based on departmental policy.

Criteria and time frame for removal of an I or U or other unsatisfactory grade in clinical courses are determined based on clinical documentation and consultation with the clinical supervisor/clinical instructor, not to exceed one full calendar year. An I or U or other unsatisfactory grade may require that the student complete an additional clinical affiliation or other remediation that could extend the professional curriculum beyond the expected graduation date. More than one unsatisfactory grade is not allowed within the total clinical course sequence.

School of Dentistry

Accreditation

All educational programs in the School of Dentistry are accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting agency recognized by the U.S. Department of Education. The Commission’s last site visit was in November 2019. All programs in the School of Dentistry are currently accredited. The Commission on Dental Accreditation may be contacted by phone at 1-800-621-8098. The Commission is located at 211 East Chicago Avenue, Chicago, Illinois 60611.

Brief History

The Texas legislature created the Health Science Center School of Dentistry, a public institution, in 1969 with the first class entering in 1970. Located in the heart of the South Texas Medical Center, it is one of five Health Science Center schools. A leader in research activities, the School of Dentistry also has strong clinical and didactic programs. Numerous research opportunities are available to students, and the interdisciplinary aspect of many research programs is regarded as one of the institution's strengths. Clinical training occurs in the school's clinics and University Hospital, as well as at various extramural sites in San Antonio and southern Texas. The School of Dentistry also offers advanced education in all of the dental specialties, advanced training in general dentistry and a Bachelor of Science in Dental Hygiene. The School of Dentistry is accredited by the Commission on Dental Accreditation. The school is

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEHS 5021</td>
<td>Teaching/Management Apprenticeship 1</td>
<td>4</td>
</tr>
<tr>
<td>DEHS 6006</td>
<td>Best Practices in Early Intervention</td>
<td>2.5</td>
</tr>
<tr>
<td>DEHS 6022</td>
<td>Teaching/Management Apprenticeship 2</td>
<td>4</td>
</tr>
<tr>
<td>DEHS 5001</td>
<td>Foundations of Ed for the Deaf</td>
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<tr>
<td>DEHS 6099</td>
<td>Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours:</td>
<td>45.0</td>
</tr>
</tbody>
</table>

1 These are educational psychology courses that will be taken at UTSA.
situated in northwest San Antonio, the seventh largest city in the United States.

Mission
The School of Dentistry (http://www.uthscsa.edu/academics/dental/) mission is to improve oral health through excellence in education, research, patient care, and community engagement.

Vision
To be recognized as the leading academic oral health institution.

Doctor of Dental Surgery (D.D.S.)
The Doctor of Dental Surgery is the dental degree that is required for the practice of general dentistry. It also is required for any advanced dental education programs. Our program at the School of Dentistry combines multidisciplinary training with a strong clinical focus, which prepares our students for a range of dental careers. The curriculum in the first two years of the Doctor of Dental Surgery program is an integrated basic and clinical sciences program. This program provides a foundation of science in context. Clinical experiences begin in the first year and increase each year until it predominates in the junior and senior years.

The total credit hours required to award the degree is 175 credit hours.

Doctor of Dental Surgery (D.D.S.) Program Admissions Requirements
Information about admission requirements is detailed on the School of Dentistry website. Applicants must have at least 90 semester-hour credits from a U.S. or Canadian accredited college or university. Applicants are required to complete courses by the end of the spring semester before entering School of Dentistry, and with a grade no lower than C.

BIOLOGICAL SCIENCES
- 14 semester hours (12 semester hours of lecture & 2 semester hours of formal lab) or 21 quarter hours (18 quarter lecture hours & 3 quarter lab hours) of Biological Science are required.
- Includes all Biological Science courses applied toward Baccalaureate degree in traditional science fields, such as General Biology, Biochemistry, Microbiology, Molecular Biology, Genetics, Ecology, Immunology, Parasitology and Anatomy & Physiology.

GENERAL CHEMISTRY
- 8 semester hours or 12 quarter hours of General Chemistry, as required for college science majors, including the corresponding laboratory experience are required. (8 semester hours = 6 hours of lecture & 2 hours of lab; 12 quarter hours = 9 hours of lecture & 3 hours of lab).
- Should include familiarity with analytic and volumetric techniques. Inorganic courses include General Chemistry, Physical Chemistry and Quantitative Analysis.

ORGANIC CHEMISTRY
- 8 semester hours or 12 quarter hours of Organic Chemistry, as required for college science majors, including the corresponding laboratory experience are required. (8 semester hours = 6 hours of lecture & 2 hours of lab; 12 quarter hours = 9 hours of lecture & 3 hours of lab).

BIOCHEMISTRY
- 3 semester hours or 5 quarter hours of Biochemistry is required. This requirement is in addition to the Biological Science requirement of 14 hours and may not be used to fulfill the Biological Science requirement. The course may be taught in the Biology, Biochemistry or Chemistry department. Must have a grade of C or better.

PHYSICS
- 8 semester hours or 12 quarter hours of Physics, as required for college science majors, including the corresponding laboratory experience are required. (8 semester hours = 6 hours of lecture & 2 hours of lab; 12 quarter hours = 9 hours of lecture & 3 hours of lab)
- Includes all physics courses applied toward a baccalaureate degree in any traditional science field.

ENGLISH
- 6 semester hours or 9 quarter hours of college English are required.
- Any course accredited by the English Department that fulfills a general education English requirement of a baccalaureate degree will be accepted. Remedial or developmental courses or "English As a Second Language" courses are not accepted.

STATISTICS
- 3 semester hours or 5 quarter hours of Statistics is required. The Statistics course should be taught in a Math or Statistics Department. Individual dental schools may consider statistics courses taught in other departments on an individual basis with appropriate documentation from faculty.

In addition to scholastic requirements for admission, all candidates are required to take the Dental Admission Test (DAT) and, must perform certain essential functions, as described at http://dental.uthscsa.edu/admissions/DDS_requirements.php. All applicants must apply through the Texas Medical and Dental Schools Application Service. Applications are available online at http://www.utsystem.edu/tmdsas.

Deposit Fee for Admitted Applicants
The School of Dentistry assesses a deposit fee of $100 for admitted applicants wishing to secure their spot in the entering class. The deposit is non-refundable.

Applicant and Student Criminal Background Check Policy
Criminal Background Checks for Applicants and Students of the School of Dentistry of the Health Science Center.

I. Applicability
This policy applies to applicants or students enrolled in an educational program that includes, or may include at a future date, assignment to a clinical health care facility. Visiting students who enroll in courses with such an assignment are also subject to the policy. Presently, programs that require a background check include:
1. Doctor of Dental Surgery Students
2. International Dentist Education Program (IDEP) Students
3. Dental Hygiene Students
4. Advanced Dental Education Students

II. Policy

Effective immediately, applicants must submit to and satisfactorily complete a criminal background check review as a condition to admission into all programs designated as requiring a criminal background check. An offer of admission will not be final until the completion of the criminal background check(s) with results deemed favorable. Admission may be denied or rescinded based on a review of the criminal background check.

Students who refuse to submit to a criminal background check or do not pass the criminal background check review may be dismissed from the program.

III. Rationale

Health care providers are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student or applicant’s suitability to function in such a setting is imperative to promote the highest level of integrity in health care services.

Clinical facilities are increasingly required by accreditation agencies, such as Joint Commission on Accreditation of Healthcare Organization (JCAHO), to conduct criminal background checks for security purposes on individuals who provide services within the facility and especially those who supervise care and render treatment. To facilitate this requirement, educational institutions have agreed to conduct these criminal background checks for students and faculty.

Clinical rotations are an essential element in certain curriculum programs. Students who cannot participate in clinical rotations due to criminal or other adverse activities that are revealed in a criminal background check are unable to fulfill the requirements of the program. Additionally, many healthcare licensing agencies require individuals to pass a criminal background check as a condition of licensure or employment. Therefore, it is in everyone’s interest to resolve these issues prior to a commitment of resources by the School of Dentistry, the student or applicant.

The School of Dentistry is obligated to meet the contractual requirements contained in affiliation agreements between the university and the various healthcare facilities.

IV. Criminal Background Check Report

1. Obtaining a Criminal Background Check Report. The School of Dentistry will designate approved company(ies) to conduct the criminal background checks and issue reports directly to the School of Dentistry. Results from a company other than those designated will not be accepted. Students and applicants must contact a designated company and comply with its instructions in authorizing and obtaining a background check. Students and applicants are responsible for payment of any fees charged by a designated company to provide the background check service.

2. Scope. Criminal background checks include the following and cover the past seven years:
   a. Criminal history search, including convictions, deferred adjudications or judgments, expunged criminal records, and pending criminal charges involving felonies, Class A, Class B, and Class C violations
   b. Social Security Number [http://www.ssa.gov/ssnumber/] verification
   d. Office of the Inspector General (OIG) [http://oig.hhs.gov/] List of Excluded Individuals/Entities
   e. General Services Administration (GSA) [http://www.gsa.gov/portal/category/100000/] List of Parties Excluded from Federal Programs
   f. U.S. Treasury, Office of Foreign Assets Control (OFAC) [http://www.treasury.gov/about/organizational-structure/offices/Pages/office-of-foreign-assets-control.aspx], List of Specially Designated Nationals (SDN) [http://www.treasury.gov/resource-center/sanctions/SDN-List/Pages/default.aspx]
   g. Applicable State Exclusion List (Texas)

3. Rights. Students and applicants have the right to review the information reported by the designated company for accuracy and completeness and to request that the designated company verify that the background information provided is correct. Prior to making a final determination that will adversely affect the applicant or student, the School of Dentistry will provide applicants or students a copy of or access to the criminal background check report issued by the designated company, and inform them of their rights, how to contact the designated company to challenge the accuracy of the report and that the designated company was not involved in any decisions made by the School of Dentistry.

V. Procedure

1. Applicants
   a. The criminal background check report will be submitted to the Assistant Dean for Students for its review. If the report contains negative findings, the Associate Dean for Student Affairs may request that the applicant submit additional information relating to the negative finding, such as a written explanation, court documents and police reports. The Assistant Dean for Students, in consultation with the School of Dentistry administrative leadership team, will review all information available to it and determine whether the offer of admission should be withdrawn. For Advanced Education trainees, the background check report will be submitted to the Assistant Dean for Students and Advanced Education Program director in the relevant Department. Advanced Education Programs will review the information and, with consultation of the Advanced Education Committee, will make determinations about amending admissions decisions.
2. Committee Review Standards. In reviewing the background check reports and any information submitted, a committee may consider the following factors in making its determinations: the nature and seriousness of the offense or event, the circumstances surrounding the offense or event, the relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when the offense or event occurred, whether the offense or event was an isolated or repeated incident, the length of time that has passed since the offense or event, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and the accuracy of the information provided by the applicant or student in the application materials, disclosure forms or other materials. The committee should bear in mind both the safety interests of the patient and the workplace, as well as the educational interest of the student. In reviewing background checks and supplementary information, advice may be obtained from university counsel, university police, or other appropriate advisors, including state regulating bodies such as licensing boards.

3. Deferment. A reviewing committee may extend an offer of admission for up to one year while the matter is resolved.

VI. Confidentiality and Record Keeping

1. Background check reports and other submitted information are confidential and may only be reviewed by university officials and affiliated clinical facilities in accordance with the Family Educational Records and Privacy Act (FERPA) (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/).

2. Students. Criminal background check reports and other submitted information of students will be maintained in the School of Dentistry in accordance with the university's record retention policy for student records.

3. Applicants Denied Admission. Criminal background check reports and other submitted information of applicants denied admission into the program will be maintained in accordance with the university's record retention policy.

VII. Other Provisions

1. The School of Dentistry shall inform students who have negative findings in their background check report and are nonetheless permitted to enroll that the School of Dentistry's decision is not a guarantee that every clinical facility will permit the student to participate in the educational program at its facility, or that any state will accept the individual as a candidate for registration, permit or licensure.

2. A criminal background check will be honored for the duration of enrollment if the student is continuously enrolled. A student who has a break in enrollment is required to complete a new criminal background check. A break in enrollment is defined as non-enrollment of at least one semester in the approved curriculum of the certificate or degree program. However, a student whose attendance has been suspended due to a licensing agency's eligibility certification process will not be considered as having a break in enrollment. An officially approved leave of absence is not considered a break in enrollment.

3. Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the educational program.

4. Criminal activity, which occurs while a student is in attendance at the university, must be reported immediately by the student to the School of Dentistry administration. Criminal activity committed while in attendance and failure to report criminal activity that has occurred may result in disciplinary action, including dismissal, and will be addressed through the university's academic or disciplinary policies.

Doctor of Dental Surgery (D.D.S.) Degree Requirements

Standards for promotion and graduation:

A. The degree of Doctor of Dental Surgery is awarded by the Board of Regents upon recommendation of the faculty to the Dean, and certification by the Dean to the President. Candidates must have satisfactorily fulfilled the academic requirements of the dental curriculum including maintaining professionalism, have a GPA of 2.0 or above, have passed Part II or INBDE of the National Board Dental Examinations, be in good professional standing, and comply with all necessary legal and financial requirements.

B. Candidates for the degree must have fulfilled all requirements within six years of registering in the freshman class. Approved leaves of absence will not be included in this time period.

Promotion:

A. Recommendation for promotion to the next year of the curriculum is made by the Academic Performance Committee. A student will be recommended for promotion to the next year of the curriculum if a grade-point average of 2.0 or above is achieved in both the Group A* and Group B** courses of the year’s curriculum and a passing grade has been achieved in all courses in the year's curriculum. Maintaining professionalism is required for promotion.

*Group A - all basic science and dental didactic courses

**Group B - all pre-clinical laboratory and clinic courses

Doctor of Dental Surgery (D.D.S.) Sample Plan of Study

The overall curriculum consists of approximately 4,500 hours of educational opportunities over a four-year program. The curriculum consists of fall and spring semesters in each of the four years with separate ‘summer’ sessions as part of the spring semester, between years 1 and 2, 2 and 3, and between years 3 and 4. The School of Dentistry curriculum is extensively hands-on with students receiving more than 2,000 hours of patient care learning experiences including a substantial number of hours providing patient care in community-based clinics. Approximately 75% of the curriculum is devoted to the diagnosis and treatment of oral diseases, 18% is devoted to underlying and foundational biomedical principles with emphasis on the pathophysiology of dental diseases and medical disorders that have oral manifestations, and 7% of the curriculum addresses practice management and public health. The four-year curriculum continuum is designed to provide dental students with a progressive learning experience in four phases that evolves from: (1) the biomedical foundations of normal human function, to (2) analysis of the causes and presentation of abnormalities, to (3) acquisition of skills needed for patient assessment and performance of procedural tasks, to (4) supervised provision of patient care in School of Dentistry clinics and affiliated community sites.
The following section reviews the focus of the curriculum.

The curriculum for the first two years features:

- Integrated basic and clinical sciences; foundation science in context; “just-in-time” learning
- Learning about the craniofacial region, before the systemic health and disease
- Reinforcement of didactic material through preclinical activities
- Earlier hand skills development/earlier clinical experiences
- Earlier transition to clinic with DS 2 didactic and preclinical curriculum ending in mid-March

The curriculum structure divides the courses into three tracks:

- Human Health and Disease (HHD): Emphasizes the integrated foundation knowledge
- Foundations of Restorative Dentistry (FRD): Highlights clinical hand skill development
- Introduction to Patient Care (IPC): Combines tracks for non-surgical patient care experiences in small groups

The contemporary and integrated curriculum provides our students:

- An easier transition to junior clinic
- More meaningful clinical experiences due to the knowledge and skills learned in the first and second year curriculum
- More applications of critical thinking/problem solving skills

The summer between the sophomore and junior year allows students to enrich their education with selectives and clinical rotations.

**Junior Year**

The third year of the curriculum has a strong clinical focus as students apply the knowledge, skills, and values acquired in the freshman and sophomore years to the oral health care of patients. Junior students join one of eight General Practice Groups (GPGs) and remain in a GPG during their 3rd and 4th years of dental school. A team of faculty guides each GPG and work closely with students in their group to provide hands-on coaching and feedback. The GPGs provide students with an environment where they have continuous contact with a small group of instructors and also provides a forum for case conferences, student reports, faculty demonstrations and case reviews, and other learning activities to enrich the students’ clinical education. Learning experiences, derived from the process of patient assessment and treatment, are orchestrated to facilitate students’ acquisition of many of the 31 curriculum competencies that are evaluated by faculty assessment of students’ daily interaction with patients and performance on formal competency examinations where students provide patient care independent of faculty assistance.

Students also receive focused instruction and patient care experiences during discipline-specific rotations in the junior year; each rotation must be passed to progress to the senior year. An important component of the GPG experience is evaluation of students’ professionalism, which occurs via the Patient Management course. Students cannot progress to the senior year if they are found to be deficient in professionalism and oral surgery at various community locations. Student evaluation in the senior year is based on several sources including: performance on exams that measure progress toward competency; daily assessment of patient care quality by supervising faculty; acceptable clinic utilization.

**Dental Selectives**

The School of Dentistry has a selective program that allows students to enrich their education through courses of their choosing.

Satisfactory completion of selectives will be recorded on the transcript as CR. No credit hours will accrue, and the computation of the GPA will be unaffected. When a student has been officially enrolled in a selective course, the selective becomes a mandatory part of the student’s curriculum and must be completed unless proper procedures for withdrawal are followed. Failure to withdraw properly or unsuccessful completion of the selective will be recorded on the transcript as an F grade. This will be treated by the Academic Performance Committee as any other failing grade in any required course.

Selective courses are offered to all levels of students and many are year-round as selectives by arrangement. Offerings may vary each year. An updated list is sent to students twice a year to allow them to plan ahead. The list with course descriptions, teacher, location, etc. can be found online at:

http://dental.uthscsa.edu/selectives/index.php (http://dental.uthscsa.edu/selectives/).

1 Subject to change.

**Freshman Year**

The curriculum is organized into three ‘tracks’: Human Health Disease (HHD), Introduction to Patient Care (IPC) and Foundations for Restorative Dentistry (FRD). The HHD track is an integrated approach to teaching the clinical sciences so that students are learning the foundation sciences in context of the clinical sciences. In IPC, students gain a familiarity with the patient care environment and acquire a variety of non-invasive clinical skills. FRD is designed to allow students to develop the manual dexterity and hand-eye coordination necessary to perform laboratory and clinical tasks required for clinical practice. The time frame for each track is equally divided—three each per week. A unique feature of this curriculum is that we start with the head and neck in year one and then move into other organ systems in year two.

**Freshman Year - Group A**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Semester</td>
<td>I</td>
</tr>
<tr>
<td>DHHD 5001 Foundations of Tooth Development, Oral Health and Dental Disease</td>
<td>3.5</td>
</tr>
<tr>
<td>DHHD 5002 Craniofacial Complex</td>
<td>6.5</td>
</tr>
<tr>
<td>DHHD 5003 Periodontium and Pulp</td>
<td>4.5</td>
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</tbody>
</table>
### Freshman Year - Group B

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPC 5001</td>
<td>Patient Care Foundations</td>
<td>12</td>
</tr>
<tr>
<td>DFRD 5001</td>
<td>Introduction to Restorative Dentistry (Lecture)</td>
<td>4.5</td>
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<tr>
<td>DFRD 5002</td>
<td>Introduction to Preclinical Restorative Dentistry (lab)</td>
<td>3</td>
</tr>
<tr>
<td>DIPC 5001</td>
<td>Patient Care Foundations</td>
<td></td>
</tr>
<tr>
<td>DFRD 5001</td>
<td>Introduction to Restorative Dentistry (Lecture)</td>
<td></td>
</tr>
<tr>
<td>DFRD 5002</td>
<td>Introduction to Preclinical Restorative Dentistry (lab)</td>
<td></td>
</tr>
</tbody>
</table>

Total Units in Sequence: **19**

A single grade at the end of the year is given for courses that extend through both semesters.

### Sophomore Year - Group A

#### Second Year

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>DIPC 6004</td>
<td>Developmental Dentistry Year 2 Fall Semester</td>
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<tr>
<td>DIPC 6003</td>
<td>Periodontal and Endodontic Therapy</td>
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<tr>
<td>DIPC 6002</td>
<td>2nd Year Patient Care Foundations</td>
<td>13</td>
</tr>
<tr>
<td>DFRD 6006</td>
<td>Advanced Restorative Procedures (Lab)</td>
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</tr>
<tr>
<td>DFRD 6008</td>
<td>Preclinical Replacement of Teeth (Lab)</td>
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</table>

Total Units in Sequence: **21.5**

#### Third Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DIAG 7036</td>
<td>Radiographic Interpretation</td>
<td>1</td>
</tr>
<tr>
<td>DIAG 7052</td>
<td>Geriatrics</td>
<td>1.5</td>
</tr>
<tr>
<td>DIAG 7055</td>
<td>Oral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 7001</td>
<td>Basic Cardiac Life Support</td>
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</tr>
<tr>
<td>ENDO 7041</td>
<td>Junior Endodontics Lecture</td>
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<tr>
<td>GEND 7026</td>
<td>Practice Administration</td>
<td>2.5</td>
</tr>
<tr>
<td>ORTH 7073</td>
<td>Junior Orthodontic Lectures And Case Analysis</td>
<td>1</td>
</tr>
<tr>
<td>PERI 7059</td>
<td>Implantology</td>
<td>1</td>
</tr>
<tr>
<td>PERI 7081</td>
<td>Periodontics</td>
<td>1.5</td>
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<tr>
<td>PROS 7018</td>
<td>Fixed Prosthodontics</td>
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<tr>
<td>PROS 7091</td>
<td>Removable Partial Denture</td>
<td>0.5</td>
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<tr>
<td>Prosthodontics Lecture</td>
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<td></td>
</tr>
<tr>
<td>PROS 7095</td>
<td>Complete Dentures Lecture</td>
<td>1</td>
</tr>
<tr>
<td>RESD 7010</td>
<td>Operative Dentistry Lecture</td>
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</tr>
<tr>
<td>COMD 7031</td>
<td>Professional Ethics</td>
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</tr>
<tr>
<td>DIAG 7036</td>
<td>Radiographic Interpretation</td>
<td>1</td>
</tr>
<tr>
<td>DIAG 7052</td>
<td>Geriatrics</td>
<td>1.5</td>
</tr>
<tr>
<td>DIAG 7055</td>
<td>Oral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>GEND 7026</td>
<td>Practice Administration</td>
<td>2.5</td>
</tr>
<tr>
<td>ORTH 7073</td>
<td>Junior Orthodontic Lectures And Case Analysis</td>
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</tr>
<tr>
<td>PATH 7023</td>
<td>Oral &amp; Maxillofacial Pathology: Clinopathologic Conference</td>
<td>1</td>
</tr>
<tr>
<td>PERI 7059</td>
<td>Implantology</td>
<td>1</td>
</tr>
<tr>
<td>PROS 7018</td>
<td>Fixed Prosthodontics</td>
<td>1</td>
</tr>
<tr>
<td>PROS 7091</td>
<td>Removable Partial Denture</td>
<td>0.5</td>
</tr>
<tr>
<td>Prosthodontics Lecture</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PROS 7095</td>
<td>Complete Dentures Lecture</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units in Sequence: **17**

### Junior Year - Group B

#### Third Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COMD 7050</td>
<td>Preventive Dentistry Clinic</td>
<td>1.5</td>
</tr>
<tr>
<td>ENDO 7043</td>
<td>Endodontics Clinic</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units in Sequence: **18.5**
Junior Clinic Rotations

All junior dental students enhance their clinical experiences by participating in several School of Dentistry and off-campus required clinical rotations including the following. These are subject to change based on community availability:

- Oral Surgery
- Dental Emergency
- Geriatrics
- Pediatric Dentistry
- Periodontics

Senior Year - Group A

Fourth Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 8014 Oral Health Care System</td>
<td>1</td>
</tr>
<tr>
<td>COMD 8032 Jurisprudence</td>
<td>0.5</td>
</tr>
<tr>
<td>GEND 8026 Practice Administration</td>
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</tr>
<tr>
<td>GEND 8078 General Dentistry Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PERI 8015 Periodontics</td>
<td>0.5</td>
</tr>
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<td>PHAR 8009 Pharmacotherapeutics</td>
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</tr>
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<td>PROS 8001 Dental Implantology</td>
<td>0.5</td>
</tr>
<tr>
<td>GEND 8026 Practice Administration</td>
<td>1.5</td>
</tr>
<tr>
<td>GEND 8078 General Dentistry Seminar</td>
<td>2</td>
</tr>
<tr>
<td>RESD 8051 Senior Esthetic Dentistry</td>
<td>0.5</td>
</tr>
<tr>
<td>Total Units in Sequence:</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Senior Clinical Rotations

All senior dental students enhance their clinical experiences by participating in several School of Dentistry and off-campus required clinical rotations including the following. These are subject to change based on community availability.

Doctor of Dental Surgery (D.D.S.) Objectives/Program Outcomes

1. Students will be able to provide oral health care within the scope of general dentistry, demonstrate the capacity to lead oral health care teams, and collaborate with other health care providers.

2. Students will be able to manage the oral health care of infants, children, adolescents and adults, the unique needs of women, the elderly and patients with physical, cognitive, emotional or development challenges.

3. Students will be able to integrate biomedical knowledge, best quality research, clinical expertise and patient values to provide evidence-based oral health care, including critical appraisal of new treatment methods.

4. Students will be able to provide ethically and socially responsible oral health care in compliance with the laws and regulations governing the practice of dentistry, and use psychosocial, behavioral and patient centered approaches to provide oral health care for diverse patient populations within contemporary models of health care delivery and in multicultural work environments.

Program Policies

Academic Standards

The academic standards for successful completion and grade assignment shall be established by the department or ad hoc committee under which the course is administered. In arriving at a final grade, consideration will be given to written, oral, and practical examinations as well as clinical performance when applicable. Factors such as performance under stress, integrity, initiative, interpersonal relations, and personal and professional characteristics will also be considered. A passing grade will not be awarded to a student whose performance in these areas is unacceptable.

The academic standards can be accessed on the School of Dentistry intranet; and at the beginning of an academic year, all students will be reminded of their existence and location.

Final Grades

A final grade shall be reported after completion of a course as:
Letter Grade | Description
---|---
A | Excellent
B | Good
C | Satisfactory
D | Poor
F | Failure in a graded course or failure to successfully complete an ungraded course
CR | Satisfactory completion of a required course for which no letter grade is given

Other Symbols Used on Transcripts
EX | Exemption
I* | Incomplete. Not a final grade.
W** | Withdraw

* This grade is assigned by the course director when the student’s reason for failure to satisfactorily complete all required work is acceptable. A grade of "I" must be corrected with in a year or by a specified time approved by the Academic Performance Committee.

**Recorded when a course is dropped before grade assignment.

Credit Hours and Grade Point Average
One [1] semester hour credit is given for each:

- 16 clock hours of lecture or conference
- 48 clock hours of technique laboratory
- 64 clock hours of clinic

Grade point average is calculated in the standard manner with the following weight assigned to grades:

| Letter Grade | Grade Point Average |
---|---
A | 4
B | 3
C | 2
D | 1
F | 0
CR | Not used in calculation of GPA

Midyear Progress Reports
Final grades awarded at midyear will be submitted to the University Registrar and the Associate Dean for Academic, Faculty and Student Affairs for each student enrolled in a course when that course has been completed.

Academic Warning
1. An academic warning is an official communication between the Associate Dean for Academic, Faculty and Student Affairs and the "at risk" student. Academic warning is a courtesy to the student, allowing for supportive dialog between the student and the School of Dentistry's administration.
2. Academic warning is offered only at midyear. A student will receive an academic warning from the Associate Dean for Academic, Faculty and Student Affairs for achieving a grade point average less than 2.0 for either Group A or Group B courses completed during the fall semester.
3. An academic warning, unto itself, does not require prescribed action on the part of the student. It is expected that the student who has received an academic warning will correct midyear academic deficiencies by the end of the academic year.

Academic Probation
1. In addition to other reasons, a student receiving a final grade of "F" in a course at any time during the academic year will be placed on academic probation.
2. A student who is on academic probation is prohibited from graduation or promotion to the next academic year. Academic probation must be corrected, therefore, before the student may advance or graduate.
3. Unless the student is dismissed, a student will remain on academic probation until all academic deficiencies are corrected.
4. Once on academic probation, the student has a required timeline to improve his/her academic deficiencies. If not corrected in the prescribed amount of time, the student will be considered for dismissal.

a. Except for senior students, the Academic Performance Committee does not recommend actions for correction of academic deficiencies until the end of the academic year when the student’s entire academic record can be considered. For senior students, the Academic Performance Committee will recommend actions for correction of academic deficiencies as soon as it is notified that a senior has failed a course or has received an "I" grade.

b. Criteria

i. A student will be placed on academic probation if s/he meets one or more of the following conditions:
   1. Receipt of a final "F" grade in any course at any time during the academic year.
   2. Receipt of a GPA less than 2.0 in either Group A or Group B courses of a year’s curriculum, unless the student is dismissed.

C. Removal from Academic Probation Status
i. A student is recommended for removal from academic probation once all academic deficiencies have been corrected. The Academic Performance Committee recommends specific methods for students to improve their academic records:
   1. The remediation of specific courses.
   2. The repetition of the academic year in its entirety.
   3. The establishment of an altered curriculum.
ii. A student no longer on academic probation is eligible for promotion to the next academic year or for graduation.
iii. If the student does not improve his/her academic record in the prescribed time period to allow removal from academic probation status, the student will be considered for dismissal.

Recommendations for Specific Academic Situations

1. Correction of an "F" Grade Deficiency. In an effort to help a student correct an "F" Grade Deficiency in one or more courses, the Academic Performance Committee may recommend one of the following courses of action:

   a. Remediation of the course or courses for which an "F" grade has been assigned. Since failure to successfully remediate places the student in a category for academic dismissal, a student may elect to repeat the academic year in its entirety even though remediation has been recommended.

      i. A course director will not initiate a remediation program for a student unless remediation has been recommended by the Academic Performance Committee.

      ii. The remediation program previously designed and published in the course syllabus will be implemented by the course director.

      iii. Remediation for senior students may be scheduled during the academic year, but all other remediation will be scheduled during a specified period in the summer.

   b. Repetition of the academic year in its entirety. If remediation is not recommended by the Academic Performance Committee, the student must repeat the academic year in its entirety.

2. Correction of a Grade Point Deficiency

   a. A student receiving a GPA below 2.0 in Group A and/or Group B courses of a year’s curriculum will be considered for dismissal. However, after reviewing the student’s academic record and considering any extenuating circumstances, the Academic Performance Committee may recommend one of the following actions in lieu of dismissal:

      i. Remediation of one or more courses [F and/or D grades] designated by the Committee which will help raise the deficient GPA to 2.0 or above.

         1. Since failure to successfully remediate a deficient GPA places a student in a category for academic dismissal, a student may elect to repeat the academic year in its entirety even though remediation has been recommended.

         2. The remediation program will be designed by the course director.

         3. Remediation for senior students may be scheduled during the academic year, but all other remediation will be scheduled during the summer.

      ii. Repetition of the academic year in its entirety. If remediation is not recommended by the Academic Performance Committee, the student must repeat the academic year in its entirety.

3. Failure to Successfully Remediate or Repeat Year

   a. The Academic Performance Committee will review the student’s academic record and consider any extenuating circumstances before making a recommendation for dismissal. Only in exceptional circumstances will the Academic Performance Committee recommend another correction program in lieu of dismissal. *No student is allowed to repeat an academic year more than once.*

Final Grade for Course Remediation/Repetition

   i. A grade of "C" is the highest grade that can be achieved in the remediation of a course. Following remediation of a course, the grade assigned will be the grade ("C", "D" or "F") achieved by the student as set forth in the academic standards of the remediation course.

   ii. Following repetition of a course during repetition of an academic year in its entirety, the grade assigned will be the grade achieved by the student as set forth in the academic standards of the course.

   iii. All grades achieved by a student in a course (i.e. original, remediation, repetition) will appear on the official transcript but only the most recent grade achieved will be used in calculating the grade point averages.

   iv. Calculation of GPA Following Course Remediation or Repetition of the Year

      1. "F" Grade Deficiency [REMEDIATION]: The grade achieved by the student in remediation of an "F" grade in a course is the grade that will be used in calculating the Group A or Group B GPA for the academic year and the overall GPA; however, both grades for the course will appear on the final transcript.

      2. "F" Grade Deficiency [REPETITION OF YEAR]: The grades achieved by the student in all courses in the repetition of the year in its entirety will be the grades used in calculating the Group A and Group B GPA’s for the academic year and the overall GPA; however, the previous grade or grades achieved in each course will also appear on the final transcript.

      3. Grade Point Deficiency [REMEDIATION]: The grade achieved by the student in remediation of a course in an attempt to correct a deficient Group A or Group B GPA (less than 2.0) is the grade that will be used in calculating the Group A or Group B GPA for the academic year and the overall GPA; however, both grades for the course will appear on the final transcript.

      4. Grade Point Deficiency [REPETITION OF YEAR]: The grades achieved by the student in all courses in the repetition of the year in its entirety
will be the grades used in calculating the Group A and Group B GPA's for the academic year and the overall GPA; however, the previous grade or grades achieved in each course will also appear on the final transcript.

**Dismissal**

1. A student can be considered for dismissal from the School for academic deficiencies or violation of including but not limited to the School of Dentistry Professionalism Expectations (http://catalog.uthscsa.edu/dentalschool/dentalsurgery/Expectations_Professionalism_4th.docx). The Academic Performance Committee is responsible for considering students for academic dismissal.

2. **Academic Dismissal**

   a. An option to appear before the Academic Performance Committee will be extended to the student before a vote is taken to recommend academic dismissal. The purpose of the appearance is to inform the Committee of extenuating circumstances which may have contributed to the student's performance. The student may request that other appropriate verbal and/or written testimony regarding these circumstances be presented at this meeting. Only members of the Committee will be present when the vote for dismissal is taken.

   b. A student will be considered for academic dismissal if s/he meets any of the following conditions:

      i. Receipt of a GPA less than 2.0 in either Group A or Group B courses of the year's curriculum.

      ii. Receipt of a GPA less than 2.0 in either Group A or Group B courses of the year's curriculum after completing summer remediation or repetition of the academic year in its entirety.

      iii. Unsuccessful attempt to remediate a course or courses for which an "F" grade has been given.

      iv. Receipt of an "F" grade for a course or courses during the repeat of an academic year.

   c. **Disciplinary Dismissal and Probation**

      i. Violation of but not limited to the School of Dentistry Professionalism Expectations (http://catalog.uthscsa.edu/dentalschool/dentalsurgery/Expectations_Professionalism_4th.docx) concerning standards of conduct which compromise professional integrity and/or competence may make a student eligible for academic dismissal. Procedures for dismissal will be governed by the academic dismissal process above (2.a.)

      ii. If not dismissed, a student may be placed on disciplinary probation. While on probation, any academic failure or professionalism relapse will be grounds for dismissal.

**Honors**

**Graduation with Distinction in Dental Education**

The School of Dentistry contributes to the national effort within the dental education community to increase students' awareness of the academic arm of the profession. The school also works to enhance awareness of career options in teaching, scholarship and academic administration. All of these efforts are extended to dental students through the Teaching Honors Program (THP). This program provides UT Health San Antonio School of Dentistry students with teaching and educational planning experiences and provides a way for them to learn about academic careers.

Gaining the Distinction in Dental Education recognition is reserved to students who complete additional enrichment coursework that immerses them into a world of teaching and academics. Students will have discussed career choices with faculty, participated in fundamental teaching practices, taught in classroom, lab and clinical settings, and participated in academic fellowship opportunities.

**Description of the program**

In order for a dental or dental hygiene to graduate with the Distinction in Dental Education requires a student in good academic standing to complete selective courses unique to the Dental Education Teaching Honors Program. Throughout the dental and dental hygiene program, students progressively participate in faculty mentoring activities, acquire and apply teaching fundamentals needed for teaching in dental education. As senior students, in both dental and dental hygiene programs, participate in peer learning projects such as posing as "faculty for the day" where students use their previous knowledge and acquired skills to experience a day as an academician. The Director(s) for the School of Dentistry's Teaching Honors Program monitors all students who wish to have the "Distinction in Dental Education" appear on their diploma and transcript and will need to submit supporting materials verifying completion of the activities and goals of the program. This includes verification of the core and enrichment selects. Copies of all scholarly materials produced by student (i.e. abstracts, posters, manuscripts, evaluation forms, submission of assignments in the learning management system, or verified by faculty/mentor) shall be submitted to course director(s). Upon completion of all activities, the course director(s) will review all projects, and presentations for completion, and determine if graduating students have achieved "Distinction in Dental Education". This list will be shared with the Office of Academic Affairs in the School of Dentistry. The course director(s) will also compile these names and share with the registrar's office for conferring.

**Graduation with Distinction in Research**

The School of Dentistry recognizes individual student investigators who, in addition to completing their clinical dental program, have acquired research skills and accomplished significant research activity. The long-range goal is to foster scholarship and critical thinking, add to the body of scientific information and facilitate recruitment of students into dental research careers.

Gaining Distinction in Research Honors is limited to dental students who have demonstrated unusually significant scientific accomplishments. Students will have worked under the mentorship of an active scientist, prepared a research proposal, completed the research project, analyzed and presented the results at local and national research meetings and prepared a report for approval by the Dental School Research Committee.

**Description of the Program**

The Distinction in Research Program requires that a student in collaboration with a suitable faculty mentor completes a research project and prepares an original extended abstract that is suitable for incorporation into a peer-reviewed publication. The students should have played a significant role in the research project and will typically be listed as first author on an abstract and listed as a co-author on a peer-reviewed manuscript resulting from the research. The Director
Faculty Responsibilities

1. It is the responsibility of the faculty to administer examinations in such a manner that student performance accurately reflects individual levels of knowledge and ability. Methods for achieving this objective may include:
   a. New exams each year with totally new, or majority of new questions, or similar questions but in a new format or with new distractors.
   b. Randomized assigned seating of students in lecture rooms or laboratories.
   c. Multiple forms of the same examination. (Three forms of the examination are recommended.)
   d. Oral or essay examinations or components of examinations.

2. It is the responsibility of every faculty member to be aware of and comply with the rules and regulations of the Health Science Center delineated in the procedures and regulations governing Student Conduct and Discipline. In carrying out their responsibility for ensuring fair examinations and honesty on the part of all students, the faculty must comply with the following policies on examinations:
   a. Proctor all written examinations. (Three or more are recommended.) Proctors shall be present and observant throughout the examination.
   b. Proctor all practical examinations. (Two or more faculty proctors are recommended for each School of Dentistry MD multidiscipline laboratory — one for each bay.) Proctors should actively proctor throughout the examination and not engage in conversation with others, to avoid creating a distraction for students in the examination.
   c. Ensure that examinations are conducted in a quiet, comfortable atmosphere.
   d. Take immediate corrective action, as deemed necessary, to guarantee that the integrity of the examination is not compromised in case of observed violations of examination policies. Corrective action may include collecting examination papers or projects and/or relocating students.
   e. Report student misconduct or failure to follow instructions during examinations to the Course Director. If the misconduct falls under specific items in the course syllabus, the consequence as defined in the syllabus will be applied. If misconduct does not fall under specific items in the syllabus and is verified at the department level, it shall be reported to the Associate Dean for Student Affairs in compliance with procedures and regulations governing Student Conduct and Discipline of the Health Science Center.
   f. Schedule and conduct reexaminations whenever there is sufficient evidence to believe an examination has been compromised.
   g. Maintain tight security during preparation, proofing, faculty review, printing, transporting, and storing of examinations. Examination questions stored on computer also must be protected from unauthorized access.
   h. Ensure that students who ask questions during an examination are not given unfair advantage over other students if responses to questions are given. It is suggested that a policy be followed of not answering questions relative to interpretation of examination questions.
   i. Identify casts, teeth, or other items to be used in practical examinations in a manner to preclude students from substituting items prepared prior to the examination.
   j. Monitor students who need to leave the room during examination.
   k. Course syllabi should be made available to students online on the day web registration begins, but no later than the first class meeting of the semester. After the first class, no changes can be made to the syllabus except for changes to logistical information. If the logistical information is changed, the updated syllabus must be posted within 48 hours so that it remains current.

Student Responsibilities

1. It is the responsibility of every student to be aware of and comply with rules and regulations of the Health Science Center delineated in the procedures and regulations governing Student Conduct and Discipline. In carrying out their responsibilities and ensuring fair examinations and honesty on the part of all students, students must follow these policies:
   a. Except when specifically authorized to do so, students shall not use notes, books, manuals, models, audio tapes, or any other items or sources of information (cell phones, electronic ear buds or head phones, smart watches, watches or other electronic communication devices). During written examinations, such items must be left in a designated area of the examination room or, preferably, not brought into the room. During examinations in MD laboratories, these items shall be placed in closed cabinets.
   b. Students shall not communicate with other students in any manner, i.e., verbally, in writing, by visual signals or code, etc., during written or practical examinations.
   c. Before beginning an examination, students should be prepared to complete the examination and ensure the privacy computer screen is used. If a student must leave the room temporarily while an examination is in progress, the student's examination materials and computer shall be collected and held by a faculty proctor. Ordinarily, no more than one student will be permitted out of the examination at any one time. The student may not converse with another student or refer to reference material while out of the room.
d. If a student needs to do something outside the established protocol during a practical examination, such as unscrew or loosen a practical tooth or borrow an instrument, a proctor should be called for assistance and verification.

e. Students must refrain from all activities that detract from a quiet testing environment.

f. Students must take reasonable precautions to ensure that responses to examination questions or projects cannot be seen by other students.

g. Students must turn in their examination papers and practical examination projects promptly at the termination of an examination period, unless specifically instructed to do otherwise.

h. Students are expected to report any observed violation of these examination policies, or any other act they believe may compromise a fair examination process, to the Course Director or to the Assistant Dean for Students.

i. Students are expected to maintain the highest integrity during the examination.

j. If testing is in an electronic format, students must adhere to the specific policies governing those exams. Policies will be updated and sent to the students at the beginning of the new academic year.

2. It is also the responsibility of every student to request accommodations under the Americans with Disabilities Act (ADA) should be needed. The School of Dentistry does comply with the provisions set forth by the Americans with Disabilities Act (ADA) and the ADAAA. A qualified individual with a disability requesting accommodation must submit the appropriate request for accommodations under the Americans with Disabilities Act (ADA) as amended. Students must submit a Student/Resident Request for Accommodation under the American with Disabilities Act (ADA), form ADA-100, to the Executive Director, Academic, Faculty, Student Ombudsperson and ADA Compliance Office with a copy of the current job description (if applicable).

However, the School of Dentistry does not allow testing accommodations for preclinical or clinical skills testing. Skill tests are structured to simulate the general practice of dentistry.

Requests to Changes Schedule of Examinations

The official dates and times of all examinations are published in the final Class Schedules (http://uthscsa.edu/fsprec/schedules.asp) after consultation with Course Directors and representatives of all classes. Students or the Course Director may initiate requests for changes in the schedule of examinations. All requests should be submitted to the Office of the Associate Dean for Academic, Faculty and Student Affairs, as applicable.

A request to move an examination to a later date must be submitted at least two weeks prior to the proposed date of the examination. A request to move an examination to an earlier date must be submitted at least two weeks prior to the original date of the examination.

All requests for changes to the examination schedule published in the final Class Schedule must be accompanied by:

1. A written reason for the move that must be compelling and academically sound.

2. A written statement from the Course Director stating he/she is in agreement with the change.

3. The Associate Dean for Academic, Faculty and Student Affairs (AFSA), as applicable will review the request and can approve it if the following requirements. A vote/survey will be conducted by the office of AFSA.

   a. The request has been submitted within the guidelines.

   b. The reason for the move is valid.

   c. No member of the class present and voting opposes moving the examination to an earlier date; or, 90 percent of those voting are in favor of moving it to a later date.

   d. An appropriate classroom is available at the proposed time.

Academic Performance Committee

Seven full-time faculty members with at least five having primary appointments in the School of Dentistry are appointed to the committee. Absent voting members may not be represented by alternates.

The responsibility of this committee shall be to recommend to the Associate Dean for Academic, Faculty and Student Affairs appropriate action regarding the academic performance of students. Recommendations of this committee shall be based on established criteria set by the Faculty Council and may include promotion, academic warning, academic probation, an altered curriculum, remediation, repeat of the academic year or dismissal.

Chair – The Chair shall be appointed from the voting faculty members of the committee by the Associate Dean for Academic, Faculty and Student Affairs, with approval from the Dean. Vice-Chair - The Chair shall appoint a Vice-Chair from the voting faculty members of the committee. Secretary - The Chair shall appoint a Secretary to take Minutes of all meetings. The term of office shall be for three years.

Academic Grievance Policies

Due Process Grade Assignment Disagreement

A student wishing to appeal the assignment of a grade must submit her/his grievance to the Course Director within seven (7) days of the grade assignment. The appeal mechanism for challenging a grade is limited to: (1) possible clerical errors in calculating or recording a grade, or (2) allegation of mistakes or unfairness in application of the published academic standards in the assignment of a grade. It is the responsibility of the student to substantiate her/his assertion that an incorrect grade has been assigned.

If the student's concerns are not resolved after a meeting with the Course Director, the student may submit a written appeal to the appropriate Department Chair. The written appeal must be made within seven (7) days of the student's meeting with the Course Director and must contain information to substantiate the assertion that an incorrect grade has been assigned.

If the disagreement is not resolved at the departmental level, the student may submit a written appeal to the Dean of the School of Dentistry within seven (7) days of the departmental decision. If the Dean agrees to review the matter, he/she will review only that the appeal process was
conducted appropriately. This School of Dentistry policy supersedes any other grievance policies, and decisions made in this process are final.

**Appeals Process**
1. A student may appeal an Academic Performance Committee decision that recommends a) remediation, b) repetition of the year or c) academic dismissal. The student submits written notification of his/her desire to appeal to the Dean’s office. This written request must be received by the Dean’s office within 5 days following the student’s receipt of the written notification of the Academic Performance Committee’s recommendation.
2. The Dean will consult with appropriate individuals and render a decision to uphold or overturn the Academic Performance Committee decision. The student will receive written notification of the Dean’s final decision.

**Student Concerns**
Various mechanisms are available at all levels for student input regarding their concerns. Individuals and groups who respond to these concerns include course directors, advisors and the Associate Dean for Academic, Faculty and Student Affairs. Procedures for grievances can be found in the General Section of the Catalog.

Once a month, the Dean of the School of Dentistry and Assistant Dean for Students meets with the presidents and vice presidents of all classes. Student liaisons for each course will meet with the respective course director as needed. Town halls meeting are held quarterly for each class. Student can voice concerns through Voice-your-opinion link online.

**Student Misreatment**
Mistreatment of students will not be tolerated. Mistreatment, intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and interferes with the learning process. Student mistreatment may take many forms all of which impact student performance. For more information, reference the institution’s Student Misreatment Policy (p. 87).

**Student Appeals and Grievances**
Student non academic appeals and non academic grievances are handled through established policies institution’s Student Misreatment Policy (p. 87).

**Clinical Attire and Grooming**
An excellent dental education is dependent on the number of patients and the diverse patient needs that allow students to provide a broad scope of oral health care to a large number of patients. As this is a totally voluntary system on the patient side, it is incumbent upon the School of Dentistry to provide an environment that gives patients the confidence to come to this institution knowing they will be treated in a professional manner, by professionals, and in a safe environment. To achieve this goal, first impressions are important; therefore, all students in the School of Dentistry need to look professional in dress and grooming since patient contact can occur in many areas of the building. When students have direct patient contact in the clinics, additional issues require students to pay particular attention to clinic attire and grooming because they affect patient safety as well as their own. The clinic manual is published on the School of Dentistry Intranet site, http://dserver.uthscsa.edu/. The manual includes general guidelines for attire and grooming, as well as specific requirements that relate to patient and personal safety.

**Class Attendance**
Students are expected to attend and actively participate in all regularly scheduled classes, laboratories, and clinical periods. The policy regarding attendance and the consequences for failure to comply is the prerogative of the course director and the department responsible for that portion of the curriculum, and will be provided in the course syllabus at the beginning of each course. It is the responsibility of the student to arrange with the faculty for making up any work that is missed.

Absences may be considered sufficient cause for issuing failing grades in courses requiring attendance.

**Reporting Absenteeism**
When a student must be absent from the School of Dentistry, he/she must report their absence online (https://fmcgi.uthscsa.edu/absence/). The office will maintain a roster of absentee and the reported reasons for absence.

In cases of absence during an assigned rotation or clinic, all students (including freshmen and sophomores) are responsible for contacting appropriate Rotation Directors immediately.

Students who will be absent from any examination must notify their Course Directors directly as well as complete an online student absence report.

Students are responsible for contacting Course Directors upon their return to school to schedule required makeup work.

**School of Dentistry Social Media Guidelines**
The purpose of this policy is to promote the safety and privacy of students, faculty, staff, patients, and visitors. Students, faculty members, and staff must comply with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) when using social media.

No student, staff or faculty may post, release, or otherwise disclose photos, identifiable case descriptions, images, or records related to the educational, clinical, or research activities of the school via social networking sites, non-educational blogs, message boards, Internet websites, personal e-mail, or anything other than standard professional means of query and/or dissemination.

No student, staff or faculty may post statements about the School of Dentistry community (employees, staff, students, and visitors) that are defamatory, obscene, threatening or harassing.

Failure to comply with this policy may be a violation of legal, professional, and/or ethical obligations. Violation will result in disciplinary action by the School of Dentistry up to and including reduction in professional grades, loss of clinical or pre-clinical privileges, additional HIPAA training, probation, termination of employment and/or dismissal from the School of Dentistry.

The School of Dentistry assumes no duty to monitor Internet activity but reserves the right to take appropriate action in accordance with this policy.

**Netiquette**
The School of Dentistry has developed Netiquette Guidelines which align with the social media policy.

- Think twice before posting- Privacy does not exist in the world of social media. Before each posting, students are encouraged to
consider how the item may reflect both on the author of the post and the School of Dentistry. Something that would not be said in person should not be posted in social media. Imagine your posting on the front page of the local newspaper.

- Strive for accuracy- Students should be certain that anything they post on a social media site is factual. The posting should be reviewed for grammatical and spelling errors, especially when posting on behalf of the School of Dentistry.
- Be respectful- Posted responses and comments should be respectful and considerate.
- Photography- Students should be aware that photographs posted on social media sites can easily be accessed by visitors to those sites. Posting unauthorized photos on a website or social media network site can result in disciplinary action.
- Rules- It is important to review the terms of service, privacy settings, and other policies of the social media network before use.

UT Health San Antonio Social Media Policy (https://campaigns.uthscsa.edu/social-media-guide/guidelines-policy/)

1. Familiarize yourself with existing UT Health San Antonio's employment policies and disclaimers. All communication professionals should follow all rules and policies.
2. Do not engage in any communication or activity that is prohibited under federal, state or local laws. These laws include, but are not limited to, the Health Insurance Portability and Accountability Act (HIPAA), copyright, libel and false advertising laws.
3. Do not discuss or disclose any confidential or proprietary information of UT Health San Antonio, or any non-public information on social media.
4. Acknowledge and correct mistakes promptly. Be professional, use good judgment and be accurate and honest in your communications; errors, omissions or unprofessional language or behavior reflect poorly on UT Health San Antonio and may result in liability. Link directly to online references and original source materials, when possible.
5. The UT Health San Antonio Marketing, Communications & Media team reserves the right to edit, modify, remove or delete any content or other information or materials on official UT Health San Antonio social media profiles, groups or pages. UT Health San Antonio also reserves the right to delete or suspend official UT Health San Antonio accounts if violations are committed.
6. Social media platforms are owned by third parties, which have their own policies and rules for operating accounts on the site and, often, specific rules for brands and businesses. It is important that account managers understand the rules or guidelines they agree to abide by in operating any account.
7. UT Health San Antonio reserves the right to revise this policy at any time.

National Board Dental Examination Challenges

Part II and INBDE – Students are eligible to challenge Part II or the INBDE in the summer before their senior year. The School of Dentistry policy requires students to pass Part II or INBDE to be considered for graduation.

For the board exam, the National Board policies require students to wait 90 days between attempts. Appeals to the 90 day requirement should be directed to the Assistant Dean for Students. Candidates who have not passed may apply for re-examination. An examination attempt is defined as any examination administration where the candidate has been seated at a computer at a test center, and electronically agreed to the confidentiality statement to start the examination. The Five Years/Five Attempts Eligibility Rule applies to examination attempts occurring on or after January 1, 2012. Examination attempts occurring prior to this date are not considered under this regulation. ELIGIBILITY FOR RE-EXAMINATION: Candidates must wait a minimum of 90 days between test attempts. Under the JCNDE’s Five Years/Five Attempts Eligibility Rule, candidates must pass the examination within a) five years of their first attempt or b) five examination attempts, whichever comes first. Subsequent to the fifth year or fifth attempt, candidates may test once every 12 months after their most recent examination.

Leave of Absence

Students in good academic standing who wish an extended leave of absence for extenuating physical or personal reasons must submit a written request to the Dean stating reasons for such a request, the period of time involved, and intentions concerning resumption of dental studies. The Dean will consider such requests on their individual merit.

Generally, a leave of absence shall not exceed one academic year. Any additional leaves of absence must be reviewed and recommended by the Academic Performance Committee and approved by the Dean. The Dean's Office must be notified of intentions to re-enroll by the first day of April prior to the next academic year. Students who take a leave in the fall of the junior year will be required to repeat the sophomore year in order to regain the clinical skills and knowledge to provide patient care as a junior. Students who take a leave in the fall of the sophomore year will be required to repeat the first year in order to regain the pre-clinical skills to be successful in the second year.

Upon approval, the student must request and complete a Student Clearance E-Form found on the student portal and arrange to check out of either simlab or clinic.

Readmission

Readmission to the freshman year requires that a student apply again according to the procedures required for first-time applicants and be accepted in competition with other applicants for that year. Readmission into the sophomore, junior, or senior years is contingent upon available space in the class.

Application for readmission after a leave of absence must be in the form of a written request to the Dean and must include satisfactory evidence that the condition or conditions necessitating the absence have been corrected and that the student is able to resume dental studies. The request must be submitted no later than April 1 of the year the student wishes to be reinstated.

The policies contained in this Catalog concerning attendance, leave of absence, and readmission is those in effect at the time of publication but is subject to change. Students are responsible for inquiring about changes each year.

International Dentist Education Program (IDEP)

The School of Dentistry offers qualified graduates of foreign dental programs the opportunity to earn a Doctor of Dental Surgery (D.D.S.) degree. Completion of this advanced standing educational program will allow graduates to take state or regional dental board examinations and be eligible for licensure and practice in the United States.
Students in the International Dentist Education Program (IDEP) are given advanced standing in the School of Dentistry.

The total credit hours required to award the degree is 175 credit hours. Students will transfer in 92.5 credit hours from their Foreign Dental School training, and complete 82.5 credit hours to meet degree requirements.

The IDEP program requires a full-time, daily Introduction Course (IDEP 5001) which consists of an innovative curriculum designed for the contemporary practice of dentistry.

The course is a hybrid course that consists of both online and hands-on learning experiences.

(1) **Online Distance Learning**: Includes didactic training with readings, videos, Powerpoints, Interactive Electronic Softchalk modules, projects, clinical scenarios, discussion groups, and assessments.

(2) **Hands-on Local Instruction**: includes didactic, preclinical, and clinical training consisting of small group conference discussion, preclinical laboratory projects, clinic simulation exercises, clinical patient care, and assessments.

The goal of the course is to assess student’s current dental skills, knowledge, and values and ensure students attain a high level of proficiency in each of the dental disciplines.

The IDEP 5001 Course is followed by full integration into the traditional dental school program in the third and fourth years of the undergraduate dental program.

**Admissions Requirements**

The application requirements for the IDEP are a dental degree from a foreign country; official, school-certified copies of transcripts with school seal directly from your dental school; official course-by-course dental school transcript evaluation (ECE) with a minimum GPA of 2.5; iNBD or a National Board Dental Examination Part 1 and Part 2 overall score of pass (within the past 5 years); minimum Test of English as a Foreign Language (TOEFL) examination score of 92 (Internet-based or Home Edition iBT, accepted but NOT the My Best Scores); three letters of recommendation; and completion of personal learning and experience surveys about the applicant’s clinical experience, dental-related activities, and professional goals.

- Information about admission and application requirements is detailed on the School of Dentistry website (https://www.uthscsa.edu/academics/dental/programs/international-dentist-program/).
- Additional information about the IDEP can be obtained by contacting the IDEP office through e-mail at: IDEP@uthscsa.edu.
- *National Board Exams taken after January 1, 2012, will have scores reported as pass/fail. A passing score will be required for those applicants whose scores are reported as pass/fail.

**Sample Plan of Study**

**Sophomore Year**

IDEP Intro (IDEP 5001, 24 SCH)

**Junior Year - Group A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>DIAG 7036 Radiographic Interpretation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>DIAG 7052 Geriatrics</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>DIAG 7055 Oral Medicine</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>EMSP 7001 Basic Cardiac Life Support</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ENDO 7041 Junior Endodontics Lecture</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GEND 7026 Practice Administration</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>ORTH 7073 Junior Orthodontic Lectures And Case Analysis</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>PERI 7059 Implantology</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>PERI 7081 Periodontics</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>PROS 7018 Fixed Prosthodontics</td>
<td>1</td>
<td>1.0</td>
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<tr>
<td>PROS 7091 Removable Partial Denture Prosthodontics Lecture</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>PROS 7095 Complete Dentures Lecture</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>RESD 7010 Operative Dentistry Lecture</td>
<td>1</td>
<td>1.5</td>
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<tr>
<td>COMD 7031 Professional Ethics</td>
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<tr>
<td>DIAG 7036 Radiographic Interpretation</td>
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<td>1</td>
</tr>
<tr>
<td>DIAG 7052 Geriatrics</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>DIAG 7055 Oral Medicine</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>GEND 7026 Practice Administration</td>
<td>1</td>
<td>2.5</td>
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<tr>
<td>ORTH 7073 Junior Orthodontic Lectures And Case Analysis</td>
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<td>1</td>
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<tr>
<td>PATH 7023 Oral &amp; Maxillofacial Pathology Clinicopathologic Conference</td>
<td>1</td>
<td>1</td>
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<tr>
<td>PERI 7059 Implantology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PROS 7018 Fixed Prosthodontics</td>
<td>1</td>
<td>1</td>
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<td>PROS 7091 Removable Partial Denture Prosthodontics Lecture</td>
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<td>Total Units in Sequence:</td>
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**Junior Year - Group B**

<table>
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<tr>
<th>Course</th>
<th>Semester</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Third Year</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>COMD 7050 Preventive Dentistry Clinic</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>ENDO 7043 Endodontics Clinic</td>
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<tr>
<td>GEND 7001 General Dentistry Clinic</td>
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<tr>
<td>INTD 7020 Clinical Patient Management</td>
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<tr>
<td>OSUR 7051 Oral &amp; Maxillofacial Surgery</td>
<td>1</td>
<td>4.0</td>
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<tr>
<td>PEDO 7091 Pediatric Dentistry Clinic</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>PROS 7019 Fixed Prosthodontics Clinic</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>PROS 7092 Removable Partial Dentures Clinic</td>
<td>1</td>
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<td>PROS 7099 Complete Dentures Clinic</td>
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<td>2.5</td>
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<tr>
<td>RESD 7011 Operative Dentistry Clinic</td>
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<td>4.5</td>
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<tr>
<td>COMD 7050 Preventive Dentistry Clinic</td>
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<td>1.5</td>
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<tr>
<td>ENDO 7043 Endodontics Clinic</td>
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<td>1</td>
</tr>
<tr>
<td>GEND 7001 General Dentistry Clinic</td>
<td>1</td>
<td>4</td>
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INTD 7020 Clinical Patient Management\textsuperscript{1} & 5 \\
OSUR 7051 Oral & Maxillofacial Surgery\textsuperscript{1} & 4 \\
PEDO 7091 Pediatric Dentistry Clinic\textsuperscript{1} & 2 \\
PROS 7019 Fixed Prosthodontics Clinic\textsuperscript{1} & 4.5 \\
PROS 7092 Removable Partial Dentures Clinic\textsuperscript{1} & 1.5 \\
PROS 7099 Complete Dentures Clinic\textsuperscript{1} & 2.5 \\
RESD 7011 Operative Dentistry Clinic\textsuperscript{1} & 4.5 \\
\hline
Total Units in Sequence: & 30.5 \\

\textsuperscript{1} A single grade at the end of the year is given for courses that extend through both semesters.

### Junior Clinic Rotations

All junior dental students enhance their clinical experiences by participating in several School of Dentistry and off-campus required clinical rotations including the following. These are subject to change based on community availability:

- Oral Surgery
- Dental Emergency
- Geriatrics
- Pediatric Dentistry
- Periodontics

### Senior Year - Group A

#### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semester I</th>
<th>Semester II</th>
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<tr>
<td>COMD 8014 Oral Health Care System</td>
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<tr>
<td>COMD 8032 Jurisprudence</td>
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<tr>
<td>GEND 8026 Practice Administration\textsuperscript{1}</td>
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<td>GEND 8078 General Dentistry Seminar\textsuperscript{1}</td>
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<tr>
<td>PERI 8015 Periodontics</td>
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<td>PHAR 8009 Pharmacotherapeutics</td>
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<tr>
<td>PROS 8001 Dental Implantology</td>
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<td></td>
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<tr>
<td>GEND 8026 Practice Administration\textsuperscript{1}</td>
<td>1.5</td>
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<td></td>
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<tr>
<td>GEND 8078 General Dentistry Seminar\textsuperscript{1}</td>
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<tr>
<td>RESD 8051 Senior Esthetic Dentistry</td>
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<td><strong>Total Units in Sequence:</strong></td>
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#### Senior Year - Group B

#### Fourth Year

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<thead>
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<th>Semester II</th>
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</thead>
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<td></td>
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<tr>
<td>GEND 8077 General Dentistry Clinic\textsuperscript{1}</td>
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<tr>
<td><strong>Total Units in Sequence:</strong></td>
<td><strong>26.5</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{1} A single grade at the end of the year is given for courses that extend through both semesters.

### Senior Clinical Rotations

All senior dental students enhance their clinical experiences by participating in several School of Dentistry and off-campus required clinical rotations including the following. These are subject to change based on community availability:

- Dental Emergency
- Dental Hygiene
- Oral Medicine
- Oral Surgery
- Pediatric Dentistry
- Primary Dental Care - South Texas Rotation
- Primary Dental Care – SACDC at Haven for Hope

### Dental Selectives\textsuperscript{1}

The School of Dentistry has a selective program that allows students to enrich their education through courses of their choosing.

Satisfactory completion of selectives will be recorded on the transcript as CR. No credit hours will accrue, and the computation of the GPA will be unaffected. When a student has been officially enrolled in a selective course, the selective becomes a mandatory part of the student’s curriculum and must be completed unless proper procedures for withdrawal are followed. Failure to withdraw properly or unsuccessful completion of the selective will be recorded on the transcript as an F grade. This will be treated by the Academic Performance Committee as any other failing grade in any required course.

Selective courses are offered primarily in the summer, but many are year-round as selectives by arrangement. Courses are offered to all level of students. Rising DS2 and DS3 students are required to complete a minimum of one selective. Rising DS4 students are required to complete a two-week continuous clinical selective, a six-week research selective, or another approved plan. The two-week selective may be one of the following:

- South Texas Rotation
- General Practice Dental Emergency Care (DECC)
- Oral and Maxillofacial Surgery
- Pediatric Dentistry Summer Selective

Current selectives are listed below; however, offerings may vary each year. An updated list is sent to students twice a year to allow them to plan ahead. The list with course descriptions, teacher, location, etc. can be found online at [http://dental.uthscsa.edu/selectives/index.php](http://dental.uthscsa.edu/selectives/index.php).

\textsuperscript{1} Subject to change.

### Advanced Dental Education

**Advanced Dental Education**

Accredited postdoctoral dental studies at the Health Science Center consist of Certificate Programs and the Master of Science in Dental Science Program.

**Certificate Programs**

Certificates are awarded to students successfully completing all requirements in either Advanced Education in General Dentistry, Dental Public Health, Endodontics, Oral and Maxillofacial Radiology, Oral and Maxillofacial Surgery, Orthodontics and Dentofacial Orthopedics,
Pediatric Dentistry, Periodontics, or Prosthodontics. Full time enrollment is 8 semester credit hours per semester.

**Master of Science in Dental Science Program**

The Master of Science in Dental Science (MSDS) Program is supported by faculty of the School of Dentistry and the Graduate School of Biomedical Sciences. The MSDS degree is conferred by the Graduate School of Biomedical Sciences. This Program is open only to students who have been accepted into, and continue in good standing in, a Health Science Center Certificate Program in either Advanced Education in General Dentistry, Oral and Maxillofacial Radiology, Endodontics, Orthodontics and Dentofacial Orthopedics, Pediatric Dentistry, Periodontics, or Prosthodontics.

**Academic Grievance, Probation and Dismissal Policies**

**Probation and Dismissal Policy**

An advanced education student may be placed on academic probation for reasons of substandard performance in didactic, clinical, behavioral or professional/ethical areas. A student whose overall grade point average falls below B (3.0) or who receives a final grade of D, F or U for any course during any one grading period will be considered for a recommendation of academic probation by the departmental Residency Oversight Committee of the appropriate program. A recommendation for probation will be made to the Advanced Education Committee's (AEC) Graduate Program Directors Subcommittee, which is comprised of the Program Directors of all the Advanced Education Programs in the Dental School and the Associate Dean for Students. Only the Program Directors will be voting members of this Subcommittee; the Associate Dean for Students will serve in an ex officio capacity as a non-voting member. In addition, the departmental Residency Oversight Committee may recommend to the AEC's Graduate Program Directors Subcommittee that a student be placed on academic probation for clinical, behavioral or professional/ethical performance that does not meet the standards of the program.

An option to appear before the Advanced Education Committee's (AEC) Graduate Program Directors Subcommittee will be extended to the student before a vote is taken to recommend academic probation. The purpose of the appearance is to inform the Committee of extenuating circumstances which may have contributed to the student’s performance. The student may request that other appropriate verbal and/or written testimony regarding these circumstances be presented at this meeting. Only members of the Subcommittee will be present when the vote for dismissal is taken.

The AEC's Graduate Program Directors Subcommittee will consider the recommendation for dismissal and will formally dismiss the student from the program upon majority vote of the members. A student will be subject to dismissal actions without a probationary period if during a single grading period he or she receives a final grade of D or F for 4 (four) or more credit hours of required-graded course work or a grade of unsatisfactory (U) for 4 (four) or more credit hours of Sat/Unsat-graded course work or a grade of unsatisfactory (U) or failure (F) in a required rotation in a program.

During academic probation and dismissal actions, the student may address the AEC Graduate Program Directors Subcommittee in writing or may request permission to appear before the Subcommittee to present her or his views. The Advanced Education Committee will transmit recommendations for dismissal through the Assistant Dean for Students to the Dean. Students may appeal academic dismissal to the Dental Dean.

**Appeals Process**

1. A student may appeal an Advanced Education Committee Graduate Program Directors Subcommittee decision that recommends academic dismissal. The student submits written notification of his/her desire to appeal to the Dean's office. This written request must be received by the Dean's office within 5 days following the student's receipt of the written notification of the AEC Graduate Program Directors Subcommittee's recommendation.

2. The Dean will consult with appropriate individuals and render a decision to uphold or overturn the AEC Graduate Program Directors Subcommittee decision. The student will receive written notification of the Dean’s final decision.

**Academic Grievance Policies**

**Due Process Grade Assignment Disagreement**

A student wishing to appeal the assignment of a grade must submit her/his grievance to the Course Director within seven (7) days of the grade assignment. The appeal mechanism for challenging a grade is limited to: (1) possible clerical errors in calculating or recording a grade, or (2) allegation of mistakes or unfairness in application of the published
academic standards in the assignment of a grade. It is the responsibility of the student to substantiate her/his assertion that an incorrect grade has been assigned.

If the student's concerns are not resolved after a meeting with the Course Director, the student may submit a written appeal to the Program Director. The written appeal must be made within seven days of the student's meeting with the Course Director and must contain information to substantiate the assertion that an incorrect grade has been assigned.

If the student's concerns are not resolved after a meeting with the Program Director, the student may submit a written appeal to the appropriate Department Chair. The written appeal must be made within seven days of the student's meeting with the Program Director and must contain information to substantiate the assertion that an incorrect grade has been assigned.

If the disagreement is not resolved at the departmental level, the student may submit a written appeal to the Dean of the School of Dentistry within seven days of the departmental decision. If the Dean agrees to review the matter, he/she will review only that the appeal process was conducted appropriately. This School of Dentistry policy supersedes any other grievance policies, and decisions made in this process are final.

Student Concerns
Various mechanisms are available at all levels for student input regarding their concerns. Individuals and groups who respond to these concerns include course directors, advisors, Associate Dean for Academic, Faculty and Student Affairs, and the Associate Dean for Students. Procedures for grievances can be found in the General Section of the Catalog.

Student Mistreatment
Mistreatment of students will not be tolerated. Mistreatment, intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and interferes with the learning process. Student mistreatment may take many forms all of which impact student performance. For more information see the Student Mistreatment Policy in the Catalog.

School of Dentistry Social Media Guidelines
The purpose of this policy is to promote the safety and privacy of students, faculty, staff, patients, and visitors. Students, faculty members, and staff must comply with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) when using social media.

No student, staff or faculty may post, release, or otherwise disclose photos, identifiable case descriptions, images, or records related to the educational, clinical, or research activities of the school via social networking sites, non-educational blogs, message boards, Internet websites, personal e-mail, or anything other than standard professional means of query and/or dissemination.

No student, staff or faculty may post statements about the School of Dentistry community (employees, staff, students, and visitors) that are defamatory, obscene, threatening or harassing.

Failure to comply with this policy may be a violation of legal, professional, and/or ethical obligations. Violation will result in disciplinary action by the School of Dentistry up to and including reduction in professional grades, loss of clinical or pre-clinical privileges, additional HIPAA training, probation, termination of employment and/or dismissal from the School of Dentistry.

The School of Dentistry assumes no duty to monitor Internet activity but reserves the right to take appropriate action in accordance with this policy.

Netiquette
The School of Dentistry has developed Netiquette Guidelines which align with the social media policy.

- Think twice before posting: Privacy does not exist in the world of social media. Before each posting, students are encouraged to consider how the item may reflect both on the author of the post and the School of Dentistry. Something that would not be said in person should not be posted in social media. Imagine your posting on the front page of the local newspaper.
- Strive for accuracy: Students should be certain that anything they post on a social media site is factual. The posting should be reviewed for grammatical and spelling errors, especially when posting on behalf of the School of Dentistry.
- Be respectful: Posted responses and comments should be respectful and considerate.
- Photography: Students should be aware that photographs posted on social media sites can easily be accessed by visitors to those sites. Posting unauthorized photos on a website or social media network site can result in disciplinary action.
- Rules: It is important to review the terms of service, privacy settings, and other policies of the social media network before use.

UT Health San Antonio Social Media Policy (https://campaigns.uthscsa.edu/social-media-guide/guidelines-policy/)
1. Familiarize yourself with existing UT Health San Antonio’s employment policies and disclaimers. All communication professionals should follow all rules and policies.
2. Do not engage in any communication or activity that is prohibited under federal, state or local laws. These laws include, but are not limited to, the Health Insurance Portability and Accountability Act (HIPAA), copyright, libel and false advertising laws.
3. Do not discuss or disclose any confidential or proprietary information of UT Health San Antonio, or any non-public information on social media.
4. Acknowledge and correct mistakes promptly. Be professional, use good judgment and be accurate and honest in your communications; errors, omissions or unprofessional language or behavior reflect poorly on UT Health San Antonio and may result in liability. Link directly to online references and original source materials, when possible.
5. The UT Health San Antonio Marketing, Communications & Media team reserves the right to edit, modify, remove or delete any content or other information or materials on official UT Health San Antonio social media profiles, groups or pages. UT Health San Antonio also reserves the right to delete or suspend official UT Health San Antonio accounts if violations are committed.
6. Social media platforms are owned by third parties, which have their own policies and rules for operating accounts on the site and, often, specific rules for brands and businesses. It is important that account managers understand the rules or guidelines they agree to abide by in operating any account. Below are links to the brand pages of social media channels, to understand best practices and proper uses of their channel and brand assets.
a. Facebook Brand Resource Center
b. Twitter Brand Guidelines
c. Instagram Brand Guidelines
d. YouTube Brand Guidelines
e. Google+ Style Guide
f. LinkedIn Brand Guidelines
g. Snapchat Brand Guidelines

7. UT Health San Antonio reserves the right to revise this policy at any time.

**Advanced Education in General Dentistry**

**Overview**
The Advanced Education in General Dentistry Program (AEGD) at UT Health San Antonio School of Dentistry Department of Comprehensive Dentistry is an intensive clinical and didactic program focused on providing residents with a strong foundation to treat patients comprehensively in all aspects of General Dentistry. The program offers the following tracks:

1. One year AEGD program
2. An optional second year. Interested residents apply to the second year during their first year
3. AEGD certificate plus M.S in Dental Sciences from the Graduate School of Biomedical Sciences
4. AEGD certificate plus MBA from UTSA

- **Didactic Curriculum:**
  - 350 hours annually

- **Clinical Curriculum:**
  - Over 1700 hours of Clinical Dentistry, focus on comprehensive care and advanced general dentistry
  - San Antonio Christian Dental Rotation: Emphasis on OMS and Digital Dentistry
  - Community Clinic Rotation: Emphasis on Advanced Endodontics and OMS
  - Optional Private Practice Rotation

- **Faculty:**
  - AEGD trained faculty
  - GPR trained faculty
  - Periodontist
  - Prosthodontist
  - General Dentist with expertise in Digital Dentistry
  - General Dentist with expertise in Conscious Sedation

**Admissions Requirements**
Our application process begins May 21st of each year, and ends on October 1st. Unfortunately, applications which are not postmarked by October 1st will not be considered for acceptance.

**Applicants from ADA-accredited dental schools:**
1. On track to graduate from an ADA-accredited dental school
   a. Graduation is required prior to matriculation
2. Completed PASS application (https://www.adea.org/PASSapp/applicants/)
   a. Official transcripts from all undergraduate and dental schools
   b. CV/Resume
   c. Five PPI and two Professional Evaluation Forms (letters of recommendation)
3. Successful completion Part I of National Dental Board Examination (prior to application deadline)
   a. Successful completion of Part II of National Dental Boards is required prior to matriculation
4. 2x2 photo (photo-recommended)
5. Personal interview, if selected as finalist

**Applicants from non-ADA-accredited dental schools:**
1. Graduation from dental school
2. Completed PASS application (https://www.adea.org/PASSapp/applicants/)
   a. Translated and evaluated transcripts. Please use one of these services:
      i.  www.wes.org (https://www.wes.org/) Request WES ICAP course-by-course evaluation
      ii. www.ece.org (https://www.ece.org/) Request the course-by-course evaluation
   b. CV/Resume
   c. Five PPI and two Professional Evaluation Forms (letters of recommendation)
3. TOEFL (iBT format). A minimum score of 92 or above on the iBT is required of all applicants
   Our Institution Code Number is 6439 (University Of Texas HSCSA Dental AEGD). www.ets.org/toefl (http://www.ets.org/toefl/)
4. 2x2 photo (photo-recommended)
5. Personal interview, if selected as finalist

**Degree Requirements**
A Certificate in Advanced Education in General Dentistry will be awarded upon the student’s successful completion of the prescribed AEGD curriculum with a PASS in all courses, and recommendation of the program director to the Assistant Dean for Students and certification by the Dean to the President.

The M.S. in Dental Science degree will be awarded to students who successfully complete the certificate and the required courses (p. 126) in the Graduate School.

**Sample Plan of Study**

**Certificate Year 1**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEND 7011 AEGD Fall Clinic 1</td>
<td>4.5</td>
</tr>
<tr>
<td>GEND 5027 Pain Control &amp; Sedation</td>
<td>3.5</td>
</tr>
</tbody>
</table>

**Spring**
GEND 7012   AEGD Spring Clinic 1 8
Total Credit Hours: 16.0

Certificate Year 1 and optional Year 2
First Year
Fall  Credit Hours
GEND 7011   AEGD Fall Clinic 1 4.5
GEND 5027   Pain Control & Sedation 3.5
Spring  Credit Hours
GEND 7012   AEGD Spring Clinic 1 8
Second Year
Fall  Credit Hours
GEND 8011   AEGD Fall Clinic 2 7
Spring  Credit Hours
GEND 8012   AEGD Spring Clinic 2 7
Total Credit Hours: 30.0

Additional Certificate Courses needed for Two Year Certificate and M.S. in Dental Science
Second Year
Fall  Credit Hours
INTD 5013   Perio/Pros/Endo/Orth Interdisciplinary Course 1
Spring  Credit Hours
INTD 5013   Perio/Pros/Endo/Orth Interdisciplinary Course 1
Third Year
Fall  Credit Hours
INTD 6014   Perio/Pros/Endo/Orth Interdisciplinary Course 2
Spring  Credit Hours
INTD 6014   Perio/Pros/Endo/Orth Interdisciplinary Course 2
Total Credit Hours: 4.0

Objectives/Program Outcomes
The goal of the program is to provide training beyond the level of pre-doctoral education in oral health care, using applied basic and behavioral sciences. Education in this program is based on the concept that oral health is an integral and interactive part of total health. The program is designed to expand the scope and depth of the graduates’ knowledge and skills to enable them to provide comprehensive oral health care to a wide range of population groups.

PROGRAM OUTCOMES: At the completion of the program the student will:

1. Act as a primary care provider for individuals and groups of patients. This includes: providing emergency and multidisciplinary comprehensive oral health care; providing patient focused care that is coordinated by the general practitioner; directing health promotion and disease prevention activities; and using advanced dental treatment modalities.

2. Plan and provide multidisciplinary oral health care for a wide variety of patients including patients who are medically-compromised and/or have special needs.

3. Function effectively and efficiently in multiple health care environments within interdisciplinary health care teams.

4. Apply scientific principles to learning and oral health care. This includes using critical thinking, evidence or outcomes-based clinical decision-making, and technology-based information retrieval systems.

5. Demonstrate professionalism, including ethical principles, patient centered care, adaptability, and acceptance of cultural diversity in professional practice.

Dental Public Health Certificate
Overview
The mission of the certificate program in Advanced Education in Dental Public Health at the School of Dentistry, University of Texas Health Science Center at San Antonio (UTHSCSA) is to educate specialists in dental public health to promote oral health and prevent dental disease at both the population and individual level, with a focus on the oral health needs of South Texas and the Texas-Mexico border communities.

The goal of the certificate program in Advanced Education in Dental Public Health at the University of Texas Health Science Center at San Antonio is to educate competent dental public health professionals to strengthen the capacity of the dental public health workforce. The DPH Program fulfills this goal by:

• educating dental public health specialists in accordance with the guidance established by the American Board of Dental Public Health, and
• establishing an educated dental public health workforce, which is critical to the implementation of the essential (core) public health functions.

Admissions Requirements
Admission into the Dental Public Health (DPH) Program is systematic and considers candidate applications based upon a holistic review of each application. Individuals are eligible to apply for admission if they have a dental degree (can be international) and have completed a Master’s degree in public health. These criteria for admission are established by the American Board of Dental Public Health. Applications must be postmarked by the application deadline (December 1) to be considered. Initially, the applications undergo a review for completeness. Applications cannot be reviewed if deemed incomplete by the DPH Program Director. The applications are forwarded to the Dental Public Health Program Committee that consists of members of the teaching faculty, representation from individuals with education in dental public health from the community, and the Program Director. Applications are reviewed based upon established criteria that include, but are not limited to, oral and written communication, previous work experiences, research/publications, community experiences, potential for success, and academic performance.

A preliminary review of the applications is conducted by the Committee who select candidates for a telephone interview. Once the Committee completes the telephone interview, the Committee decides which two or three candidates to consider for a face-to-face interview. The interview provides the committee with the ability to evaluate the candidate's intellectual curiosity, career objectives and goals, and suitability for
the program. Based upon input received from the interviewers, the Committee meets and recommends the individuals for admission to the DPH Program Director who will notify applicants of the disposition of the application.

Once admitted into the DPH Program, the following information must be provided to the Director before matriculation: 1) each candidate will need to provide proof of current immunizations; 2) each candidate must demonstrate that they have health insurance or purchase student health insurance, and; 3) each candidate must complete a criminal background check through the University. A candidate cannot matriculate until all official transcripts are verified.

**Degree Requirements**

The curriculum is designed to provide the dental public health advanced education student with experiences leading to competence in the field of dental public health. At the completion of the program in dental public health, the candidate should have obtained fundamental knowledge of the philosophy, principles and practice of dental public health and should have developed skills to practice dental public health, including research, administration, and education. The program is arranged to address the competency statements, allowing the resident to develop core knowledge in the area. The required experiences and courses cover a wide range of information believed to be essential for graduates in the field. The curriculum consists of five content areas, including didactic coursework, research, rotations, undergraduate dental teaching, and field clinical and service - learning experiences. The curriculum components are combined into two courses per semester titled “Advanced Education in Dental Public Health 1” and “Research Methodology in Dental Public Health 1” that is offered in the fall semester and “Advanced Education in Dental Public Health 2” and “Research Methodology in Dental Public Health 2” that is offered in the spring semester. Upon demonstration of competency in dental public health, the advanced education students are awarded a specialty certificate.

**Sample Plan of Study**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBHL 5011</td>
<td>Advanced Education in Dental Public Health 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PBHL 5014</td>
<td>Research Methodology in Dental Public Health 1</td>
<td>1</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBHL 5012</td>
<td>Advanced Education in Dental Public Health 2</td>
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<td></td>
</tr>
<tr>
<td>PBHL 5015</td>
<td>Research Methodology in Dental Public Health 2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 4.0

**Objectives/Program Outcomes**

1. to educate a culturally competent public health dentist that can address the oral health needs of children and adults;
2. to provide service-learning experiences that will ensure understanding of efficient and effective dental public health programs that increase access to community preventive services;
3. to cultivate professionals with advanced training in dental public health who can address oral health disparities and inequities;
4. to develop a dental public health workforce that is prepared to work in a dental public health career in academics, local, state and federal agencies (e.g. Indian Health Service, Agency for Healthcare Research and Quality, Health Resources and Services Administration), armed forces, international health agencies, health care management, financing, and management agencies; and,
5. to prepare candidates to challenge the examination for board certification by the American Board of Dental Public Health.

**Endodontics Certificate**

**Overview**

The Advanced Education Program in Endodontics is a 24-month (pending CODA approval) Certificate program of intensive study, research and clinical activity designed to meet the formal requirements for eligibility to take the certifying examination of the American Board of Endodontics. Following admission to the Certificate Program, students have the option to apply for the M.S. in Dental Science Program (36-month). Prior to the student’s graduation, dental research results are expected to be formally written in publishable format and submitted for publication in a refereed scientific journal and a variety of 10 clinical cases must be submitted in the American Board of Endodontics format.

**Admissions Requirements**

- ADEA PASS application
- Official transcripts from all schools attended. This includes trade schools, community colleges and universities, submitted to PASS
- Official evaluation of dental school transcripts for all international applicants, submitted to PASS
- National Board Part 1 exam scores for all applicants, submitted to PASS
- GRE exam scores for all international applicants, submitted to PASS
- TOEFL exam scores for all international applicants, submitted to PASS
- GPA/Class Rank, submitted to PASS
- Three professional evaluations, submitted to PASS
- Institution evaluation, submitted to PASS
- $50.00 application fee, sent to Endodontic Department

**Degree Requirements**

Students must complete all course work with a minimum of a 3.0 GPA, complete a research project and complete a portfolio of ten treatment cases to be submitted to the American Board of Endodontics.

The M.S. in Dental Science degree will be awarded to students who successfully complete the certificate and the required courses (p. 127) in the Graduate School.

**Sample Plan of Study**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
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<th>Credit Hours</th>
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<tr>
<td>ENDO 5015</td>
<td>Dental Photography</td>
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<tr>
<td>ENDO 5073</td>
<td>Literature Review 1</td>
<td>5</td>
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<tr>
<td>ENDO 5080</td>
<td>Case Presentations 1</td>
<td>4.5</td>
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<tr>
<td>ENDO 6075</td>
<td>Current Literature Review</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>DIAG 5050</td>
<td>Fundamentals of Dental Radiography</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ENDO 5010</td>
<td>Clinical Endodontics 1</td>
<td>2.5</td>
<td></td>
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</tbody>
</table>
EN0 5017 Clinical Seminar 1 1
PATH 5035 Oral Pathology
PERI 5052 Surgical Anatomy
PROS 5050 Dental Implantology
EN0 5020 Introduction to Advanced Endodontics 2.5
INTD 5013 Perio/Pros/Endo/Orth Interdisciplinary Course 1
MSDS 5020 Dental Biomed Core 1
MSDS 5121 Biostatistics 1
MSDS 5090 Grad Research Methodology 2
EN0 5071 Supervised Teaching

Spring
EN0 5011 Clinical Endodontics 1
EN0 5018 Clinical Seminar 1
EN0 5075 Literature Review 1
EN0 5082 Case Presentations 1 4
EN0 5052 Endodontic Surgical Anatomy 1
EN0 6077 Current Literature Review 1
INTD 5013 Perio/Pros/Endo/Orth Interdisciplinary Course 1
MSDS 5021 Dental Biomed Core 1

Total Credit Hours: 50.0

Second Year
Fall  Credit Hours
EN0 6010 Clinical Endodontics 2 6
EN0 6073 Literature Review 2 5
EN0 6075 Current Literature Review 1.5
EN0 6083 Case Presentations 2 1
INTD 6019 Pharmacotherapeutics 1
EN0 6084 Case Presentations 2 4
INTD 6014 Perio/Pros/Endo/Orth Interdisciplinary Course 2 1
EN0 6071 Supervised Teaching 1

Spring
EN0 6012 Clinical Endodontics 2 5
EN0 6077 Current Literature Review 1
EN0 6060 Pulp Biology and Pain Pharmacology 1.5
EN0 6078 Literature Review 4
EN0 6085 Case Presentations 2 4
INTD 6014 Perio/Pros/Endo/Orth Interdisciplinary Course 2 1
EN0 6080 Focused Regendo Research 4

Total Credit Hours: 41.0

1 This course is shared with the certificate and the M.S. Dental Science.

Objectives/Program Outcomes
Goals
Consistent with the Health Science Center mission and with the Standards for Advanced Specialty Education Programs in Endodontics, the program goals are to provide each student with an excellent, individualized educational experience in four areas: 1) biomedical sciences, 2) clinical sciences, 3) teaching, 4) research and to ultimately prepare each student to achieve certification by the American Board of Endodontics.

Objectives
The objectives of the program are to provide instruction and/or clinical experience in the following areas:

1. Biomedical sciences
   a. Anatomy and histology, including embryology
   b. Microbiology, infection and immunology
   c. Oral medicine and pathology
   d. Biochemistry and physiology
   e. Pharmacology

2. Clinical sciences
   a. Patient evaluation and management, including emergencies
   b. Endodontic radiology, diagnosis and treatment plans
   c. Pain and infection, including pharmacologic management
   d. Nonsurgical and surgical endodontic procedures
   e. Restoration of endodontically treated teeth
   f. Evaluation of endodontic therapy
   g. Practice management

3. Teaching endodontics
   a. Presentations in lectures, seminars and table clinic
   b. Preclinical instruction of undergraduate students
   c. Clinical instruction of undergraduate students

4. Research
   a. Statistics, research design and methodology
   b. Investigation and evaluation of the literature
   c. Written and oral presentation of research results

The curriculum of instruction and experience in biomedical and clinical sciences is well balanced with teaching and research experience. The ultimate objective of the program is to develop students who are well prepared for candidacy for certification by the American Board of Endodontics and for continued career progress in clinical practice or academic achievement.

Oral & Maxillofacial Surgery Certificate
Overview
The Oral and Maxillofacial Surgery Program is a six-year course of study leading sequentially to an M.D. and then a Certificate. The program is designed to integrate the advanced biological basic sciences into progressive clinical training. There is an excellent balance between inpatient admissions and outpatient visits encompassing dentoalveolar surgery, maxillofacial trauma, pathology, orthognathic, preprosthetic, temporomandibular, and reconstructive surgery. There are approximately 24,000 outpatient procedures performed annually in the oral surgery clinic and 1,200 hospital admissions. Emphasis is placed on total health care of the hospitalized patient. Residents are expected to become competent in overall patient management including physical diagnosis, fluid and electrolyte administration, medication, interpretation of laboratory data, etc. Other activities that are used to supplement hospital clinical oral and maxillofacial surgery experiences and rotations include...
a School of Dentistry assignment, emergency room duty, special clinics, conferences and teaching rounds.

Graduates are expected to be able to act as oral and maxillofacial surgery specialists in private practice, educational, and/or hospital settings; to plan and provide oral and maxillofacial surgery care for a wide variety of patients including those with complex disease comorbidities; to function effectively and efficiently in interdisciplinary health care teams; to apply scientific principles to the selection and provision of oral and maxillofacial surgical services, including evidence-based and critical thinking, outcomes-based quality improvement, and technology based information systems; and to demonstrate professionalism, including ethical principles, patient-centered care, and adaptability.

Admissions Requirements

All applicants for the Oral and Maxillofacial Surgery Program must be graduates of dental schools in the United States or Canada which are accredited by the Commission on Dental Accreditation. The application should have demonstrated outstanding academic ability, maturity, judgment and ambition. The Oral and Maxillofacial Surgery residency program participates in the Postdoctoral Application Support Service (PASS) for application and the National Dental Matching program for selection. You can receive information at: http://www.adea.org/passapp/ or by writing:

PASS
1625 Massachusetts Ave., NW Suite 101
Washington, DC 20036
(202) 332-8790

Degree Requirements

The Oral and Maxillofacial Certificate Program is a full-time course of study, requiring completion of the M.D. as a prerequisite, and then successful completion of 36 months of clinical rotations and successful completion of 6 semester credit hours of required course work.

Sample Plan of Study

Each course in the following sequence contains modules in: case conference, dentofacial deformities, anesthesia and pain control, journal club, oral pathology, prosthodontics conference, and morbidity and mortality conference. Students at each of the various levels participate in common session seminar, lecture, discussion, and case presentation sessions. At each progressive course level, increased knowledge, higher skills, and more-deeply-informed attitudes are expected of the student.

First Year

Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>OSUR 8501</td>
<td>Specialist Advanced Oral and Maxillofacial Surgery 1 (Specialist Advanced Oral and Maxillofacial Surgery 1)</td>
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Spring

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>OSUR 8502</td>
<td>Specialist Advanced Oral and Maxillofacial Surgery 2 (Specialist Advanced Oral and Maxillofacial Surgery 2)</td>
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Second Year

Fall

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<tbody>
<tr>
<td>OSUR 8503</td>
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Spring

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<tr>
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<tbody>
<tr>
<td>OSUR 8504</td>
<td>Specialist Advanced Oral and Maxillofacial Surgery 4 (Specialist Advanced Oral and Maxillofacial Surgery 4)</td>
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Third Year

Fall

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<tr>
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</thead>
<tbody>
<tr>
<td>OSUR 8505</td>
<td>Specialist Advanced Oral and Maxillofacial Surgery 5 (Specialist Advanced Oral and Maxillofacial Surgery 5)</td>
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Spring

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>OSUR 8506</td>
<td>Specialist Advanced Oral and Maxillofacial Surgery 6 (Specialist Advanced Oral and Maxillofacial Surgery 6)</td>
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</tbody>
</table>

Total Credit Hours: 6.0

Objectives/Program Outcomes

Upon completion of this program, the graduate should be able to:

- provide competent patient care as evaluated in the six domains of colleague/faculty communication, assessment and data analysis, decision making and judgment, patient communication, patient/family education, and performance of procedures;
- make use of a fund of medical knowledge in the following three domains: to develop a clear rationale for procedures, to use evidence-based reasoning, and to address clinical problems;
- demonstrate adequate technical abilities in the practice of oral and maxillofacial surgery.

Pediatric Dentistry Certificate

The program in pediatric dentistry is designed to offer the advanced student a balanced curriculum in both didactic and clinical areas. Particular emphasis is placed on hospital dentistry, conscious sedation, interceptive orthodontics and special patient care. The program is administered by the Department of Developmental Dentistry, of the School of Dentistry, and is approved and accredited by the Commission on Dental Accreditation (CODA). Upon successful completion of all requirements, the student is awarded a certificate in Pediatric Dentistry and meets the eligibility requirements for the American Board of Pediatric Dentistry.

Admissions Requirements

Students are admitted to the certificate programs through registration as postdoctoral certificate students in the School of Dentistry. To be eligible for admission, individuals must have earned a D.D.S. or D.M.D. degree or non-U.S. equivalent prior to matriculation and must present their dental education transcripts, three letters of recommendation and three personal potential index evaluations. A personal interview is required.

All applications should be submitted through the PASS program. The application cycle begins May 21st and continues through September 16th.

Graduates of dental schools which have not been accredited by the Commission on Dental Accreditation must have successfully passed the National Boards prior to application.

Applicants for whom English is not the native language are required to submit scores from the Test of English as a Foreign Language (TOEFL).
The Pediatric Dentistry Certificate students studying in Laredo receive 100% of their instruction off-site in Laredo.

**Degree Requirements**

A Certificate will be awarded upon the student’s successful completion of the prescribed curriculum with a 3.0 minimum grade point average, recommendation of the program director to the Assistant Dean for Students and certification by the Dean to the President.

The M.S. in Dental Science degree will be awarded to students who successfully complete the certificate and the required courses (p. 128) in the Graduate School.

**Plan of Study**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDO 5020 Pediatric and Orthodontic Clinic 1</td>
<td>2</td>
</tr>
<tr>
<td>PEDO 5026 Orthodontics I</td>
<td>2</td>
</tr>
<tr>
<td>PEDO 5043 Pediatric Dentistry 2</td>
<td>6</td>
</tr>
<tr>
<td>PEDO 5021 Pediatric &amp; Orthodontic Clinic 2</td>
<td>5</td>
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<tr>
<td>PEDO 5027 Orthodontics 2</td>
<td>2</td>
</tr>
<tr>
<td>PEDO 5042 Pediatric Dentistry I</td>
<td>2</td>
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</tbody>
</table>

**Spring**

| PEDO 5044 Pediatric Dentistry 3   | 6            |
| PEDO 5022 Pediatric and Orthodontic Clinic 3 | 6            |
| PEDO 5028 Orthodontics 3          | 1.5           |
| PEDO 5051 Pediatric Physical Diagnosis | 1.5          |

**Total Credit Hours:** 34.0

**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
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</thead>
<tbody>
<tr>
<td>PEDO 6023 Pediatric And Orthodontic Clinic 4</td>
<td>7</td>
</tr>
<tr>
<td>PEDO 6045 Pediatric Dentistry 4</td>
<td>6</td>
</tr>
<tr>
<td>PEDO 6024 Pediatric and Orthodontic Clinic 5</td>
<td>4.5</td>
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<tr>
<td>PEDO 6029 Orthodontics 4</td>
<td>2</td>
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<tr>
<td>PEDO 6083 Investigative Project</td>
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</tbody>
</table>

**Spring**

| PEDO 6025 Pediatric and Orthodontic Clinic 5 | 7            |
| PEDO 6030 Orthodontics 5                  | 2            |
| PEDO 6084 Investigative Project           | 1            |
| PEDO 6146 Pediatric Dentistry 5           | 5            |

**Total Credit Hours:** 35.5

**Objectives/Program Outcomes**

The Certificate in Pediatric Dentistry program at the Health Science Center is designed to prepare students to have the knowledge and clinical skills to provide comprehensive pediatric preventive and restorative oral health care to infants, children and adolescents, including those with special health care needs.

At the completion of the program the student will:

1. Demonstrate excellence as a clinical pediatric dentist.
2. Demonstrate excellence in evidence-based clinical practice.
3. Demonstrate a thorough knowledge base of medical and dental diseases and their management according to accepted standards of care in the pediatric dental setting.
4. Complete a research project that includes protocol development, data accumulation and analysis, preparation of a scientific paper and presentation of findings in a scientific forum.

**Periodontics Certificate Overview**

In this three-year advanced education program, residents learn all facets of periodontics and dental implant therapy, including biomedical sciences, patient evaluation, diagnosis of periodontal and other oral diseases, interdisciplinary treatment planning, non-surgical and surgical periodontal treatment, and dental implant therapy.

**Admissions Requirements**

**Information and Documentation Required for Application**

- Our residency program will participate in Phase I of the Match. Applicants must register with the Match program. The Match and ADEA PASS share a registration portal for applicants, so applicants who want to register for the Match must go to the ADEA PASS website to complete the Match registration process. Applicants will be charged the Match registration fee at that time. For more information, go to Match website (https://www.natmatch.com/dentres/).
- **APPLICATION DEADLINE:** August 1. This is the deadline for all application materials, including those submitted to ADEA PASS (http://www.adea.org/PASSapp/). NOTE: the first step in using PASS is for the applicant to register and pay your PASS registration fee. Nothing will happen at PASS until you have paid and are registered.
- Interviews for our program will be held during August and September. Applicants and programs will submit rank order lists to the Match in late October to early November. Final results of the Match are released to applicants and programs in late November. See the Match website for further details.
- Application through ADEA PASS (http://www.adea.org/PASSapp/) (ADEA PASS (http://www.adea.org/PASSapp/) application materials are accepted in mid-May)
- **Official Transcripts uploaded to ADEA PASS (http://www.adea.org/PASSapp/) (all colleges, dental school). If you have attended a non-U.S. college/university, it is required that all international transcripts be evaluated by either ECE (https://www.ece.org) or WES (http://www.wes.org) foreign credentialing services. We do not allow international applicants to use any credential evaluation services other than ECE (Education Credential Evaluators) or WES (World Education Services).
- **Three Professional Evaluation Forms (Letters of Recommendation) uploaded to ADEA PASS (http://www.adea.org/PASSapp/)**
- **Institution Evaluation Form (formerly called the Dean’s Letter) submitted by the Dean’s Office to ADEA PASS (http://www.adea.org/PASSapp/). This form will include GPA, Class Rank and National Board Examination scores.**
- **GRE and/or ADAT scores uploaded to ADEA PASS (http://www.adea.org/PASSapp/). All applicants who graduated from a dental school not accredited by Commission on Dental Accreditation are required to take either the GRE or the Advanced Dental Admission Test (ADAT); applicants may take both exams if they desire but must
take at least one. GRE scores taken more than 5 years before the application date will not be accepted.

- While not mandatory for applicants from CODA-accredited dental schools, ADAT or GRE exam are still recommended, especially for applicants from schools that do not rank or provide grades.
- Test of English as a Foreign Language (TOEFL iBT) scores uploaded to ADEA PASS (http://www.adea.org/PASSapp/), for international applicants. We do not accept the IELTS test. A minimum TOEFL iBT test score of 92 is required for application consideration. TOEFL test scores taken more than 3 years before application date will not be accepted.
- A curriculum vitae and a photograph of the applicant should be submitted directly to the residency program office at the address below.
- Applicants who are Permanent Residents of the U.S. must provide a certified copy of both the front and back sides of their federal Green Card. All international students must provide their full legal name as it appears on immigration documents. Send copies directly to the program office, Attn: Shirley Kraft
- Send a scanned copy of the following to the program office at krafts@uthscsa.edu:
  - NBDE scores
  - GRE scores (if applicable)
  - TOEFL scores (if applicable)
  - ADAT scores (if applicable)
- Application Fee of $50.00. At this time we only accept checks or cashier’s checks. The check must be issued by an American bank. Please make the check out to “Department of Periodontics” and send the check to the following address:

Angela A. Palaiologou-Gallis, DDS, MS (http://profiles.uthscsa.edu/?pid=profile&id=5880IX0QT)

Graduate Program Director
Dept. of Periodontics - MSC 7894
7703 Floyd Curl Drive
San Antonio, Texas 78229-3900

Phone: 210-567-3589
Fax: 210-567-3761
Email: krafts@uthscsa.edu or palaiologou@uthscsa.edu

Application Deadline
August 1 for all materials, including those submitted to ADEA PASS (http://www.adea.org/PASSapp/) (We will not accept any late application materials).

Degree Requirements
A certificate in periodontics will be awarded upon the student’s successful completion of the prescribed periodontics curriculum with a minimum 3.0 GPA, recommendation of the program director to the Assistant Dean for Students and certification by the Dean to the President.

The Master of Science in Dental Science degree will be awarded upon the student’s successful completion of the designated courses in the sample plan of study below with a minimum 3.0 GPA, successful defense of M.S. thesis, award of a certificate in Periodontics, recommendation of the Committee on Graduate Studies and certification of the Faculty Council of the Graduate School to the President.

The M.S. in Dental Science degree will be awarded to students who successfully complete the certificate and the required courses (p. 129) in the Graduate School.

Sample Plan of Study
First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEND 5027</td>
<td>Pain Control &amp; Sedation</td>
</tr>
<tr>
<td>PERI 5010</td>
<td>Clinical Periodontics 1</td>
</tr>
<tr>
<td>PERI 5074</td>
<td>Current Lit Seminar</td>
</tr>
<tr>
<td>PERI 5031</td>
<td>Periodontics Lecture Series 1</td>
</tr>
<tr>
<td>PERI 5073</td>
<td>Literature Seminars 1</td>
</tr>
<tr>
<td>INTD 5013</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 1</td>
</tr>
<tr>
<td>PATH 5035</td>
<td>Oral Pathology 1</td>
</tr>
<tr>
<td>PERI 5052</td>
<td>Surgical Anatomy 1</td>
</tr>
<tr>
<td>PROS 5050</td>
<td>Dental Implantology 1</td>
</tr>
<tr>
<td>MSDS 5020</td>
<td>Dental Biomed Core 1 1</td>
</tr>
<tr>
<td>MSDS 5090</td>
<td>Grad Research Methodology 1</td>
</tr>
<tr>
<td>MSDS 5121</td>
<td>Biostatistics 1</td>
</tr>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANES 6081</td>
<td>Anesthesia Rotation</td>
</tr>
<tr>
<td>PERI 6011</td>
<td>Clinical Periodontics 2</td>
</tr>
<tr>
<td>PERI 6030</td>
<td>Periodontic Lecture Series</td>
</tr>
<tr>
<td>PERI 6073</td>
<td>Literature Seminars</td>
</tr>
<tr>
<td>INTD 6019</td>
<td>Pharmacotherapeutics</td>
</tr>
<tr>
<td>INTD 6014</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 2</td>
</tr>
<tr>
<td>PATH 6026</td>
<td>Graduate Oral and Maxillofacial Pathology - Clinopathologic Conference 1</td>
</tr>
<tr>
<td>PERI 6020</td>
<td>Emergency Care Seminar</td>
</tr>
<tr>
<td>PERI 6025</td>
<td>Case Presentation Seminar</td>
</tr>
</tbody>
</table>
Prosthodontics Certificate

PERI 6070  Supervised Teaching  0.5
PERI 6050  Periodontal Medicine  1
PERI 6074  Current Lit Seminar  1

Spring
INTD 614  Perio/Pros/Endo/Orth Interdisciplinary Course  2
PATH 6027  Graduate Oral and Maxillofacial Pathology  1
Clinicopathologic Conference 2
PERI 6001  Periodontic Practice Management  0.5
PERI 6020  Emergency Care Seminar  0.5
PERI 6009  Clinical Periodontics 2  2
PERI 6025  Case Presentation Seminar  0.5
PERI 6033  Peri Lecture Series  1
PERI 6071  Supervised Teaching  0.5
PERI 6073  Literature Seminars  1
PERI 6074  Current Lit Seminar  1
PERI 6075  Mock Boards  0.5

Total Credit Hours:  23.5

Third Year
Fall
PERI 6012  Clinical Periodontics 3  4.5
PERI 6031  Periodontic Lecture Series  2
PERI 6073  Literature Seminars  1
INTD 6115  Perio/Pros/Endo/Ortho Interdisciplinary Course 3  1
PERI 6020  Emergency Care Seminar  0.5
PERI 6025  Case Presentation Seminar  0.5
PERI 6050  Periodontal Medicine  1
PERI 6072  Supervised Teaching  0.5
PERI 6074  Current Lit Seminar  1

Spring
INTD 6115  Perio/Pros/Endo/Ortho Interdisciplinary Course 3  1
PERI 6025  Case Presentation Seminar  0.5
PERI 6016  Clinical Periodontics 3  2
PERI 6036  Peri Lecture Series  1
PERI 6072  Supervised Teaching  0.5
PERI 6073  Literature Seminars  1
PERI 6074  Current Lit Seminar  1
PERI 6075  Mock Boards  0.5

Total Credit Hours:  19.5

1 This course is shared with the certificate and the M.S. Dental Science.

Objectives/Program Outcomes
The primary goal of the Periodontics Program is to produce outstanding clinical periodontists who engage in a broad scope of periodontal procedures and who are capable of engaging in research, teaching and leadership activities. We hope to produce the most well trained clinical periodontists coming out of residency programs in the U.S., so that they can offer the highest quality of care to their patients, provide for their families, and give back to the community and the profession.

Program Outcomes:
1. Demonstrate foundational didactic knowledge and insight in the biomedical sciences.
2. Demonstrate a high level of clinical skill in a comprehensive variety of periodontal and dental implant treatment modalities, as set out in CODA Standards for Accreditation of Advanced Education in Periodontics Programs.
3. Demonstrate knowledge of the scientific evidence in periodontology and surgical implant dentistry, including interpretation, analysis, and critical evaluation.
4. Demonstrate knowledge of and clinical skills in multidisciplinary patient care (prosthodontist, orthodontics, TMD, endodontics).
5. Demonstrate knowledge of and clinical skills in methods of adjunctive anxiety and pain control including conscious sedation using intravenous, oral and inhalation routes. Emphasis will be placed on IV sedation.
6. Program graduates will be able to obtain specialty board certification.
7. Demonstrate professional/ethical behavior in all aspects of residency training and patient care.
8. Develop an understanding of the scientific method, hypothesis testing and use of evidence based methodologies. Demonstrate active engagement in research leading to Master of Science degree by the conclusion of residency.

Prosthodontics Certificate
Overview
The Advanced Education in Prosthodontics Certificate Program provides a progressive clinical, laboratory and didactic experience in fixed, removable, maxillofacial and implant prosthodontics (including the surgical placement of implants). Graduates will be prepared to skillfully practice the clinical art and science of prosthodontics in a specialty practice, and will be prepared to complete the certification examination of The American Board of Prosthodontics.

An optional M.S. in Dental Science degree track is available to qualified students.

Admissions Requirements
The deadline for all application materials is August 1
- Graduation from dental school with a DDS, DMD, or non-US equivalent degree prior to matriculation
- Completion of an ADEA PASS application
- UT Health Supplemental Application and fee
- Registration for Match

Submit through PASS
- Official transcripts from all colleges/universities attended
  - If you attended a college/university outside the U.S., PASS requires transcripts to be submitted by either ECE (Educational Credential Evaluators) or WES (World Education Services)
- Three Professional Evaluation Forms
- Institution Evaluation Form
- Curriculum Vitae
• Advanced Dental Admission Test (ADAT) OR Graduate Record Examination (GRE) scores
  • Required for all applicants who graduated from dental schools not accredited by CODA
  • Required for students who graduated from CODA-accredited schools that are Pass/Fail and/or do not provide class ranking
  • Recommended for all other applicants
• Test of English as a Foreign Language (TOEFL iBT) scores for applicants for whom English is not the first language
  • The IELTS test is not accepted
  • A minimum TOEFL iBT test score of 92 is required for application consideration
  • TOEFL test scores more than 3 years old at the time of application will not be accepted

Submit directly to the program
Advanced Education in Prosthodontics
Department of Comprehensive Dentistry, MSC 7912
UT Health San Antonio
7703 Floyd Curl Dr.
San Antonio, TX 78229-3900

• UT Health Supplemental Application form (https://www.uthscsa.edu/sites/default/files/ProsApplicationform.pdf)
• Application fee of $50 by check in U.S. dollars submitted directly to the program made out to “Advanced Education in Prosthodontics”
• Applicants who are Permanent Residents of the U.S. must provide a certified copy of both the front and back sides of their federal Green Card. All international students must provide their full legal name as it appears on immigration documents.

Qualified applicants will be notified of their selection as a finalist and invitation for a personal interview. An in-person interview is a requirement for admission.

Degree Requirements
A certificate in prosthodontics will be awarded upon the student’s successful completion of the prescribed prosthodontic curriculum with a minimum 3.0 GPA, recommendation of the program director to the Assistant Dean for Students and certification by the Dean to the President.

The Master of Science in Dental Science degree is optional for the Prosthodontics Program and will be awarded upon the student’s successful completion of the required courses (p. 130) in the sample plan of study below with a minimum 3.0 GPA, successful defense of M.S. thesis or manuscript for publication, award of a certificate in Prosthodontics, recommendation of the Committee on Graduate Studies and certification of the Faculty Council of the Graduate School to the President.

Sample Plan of Study

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>PATH 5035</td>
<td>Oral Pathology</td>
</tr>
<tr>
<td>PROS 5021</td>
<td>Advanced Prosthodontics 1</td>
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<td>PROS 5032</td>
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<tr>
<td>PROS 5044</td>
<td>OMS/Prosthodontics Seminar 1</td>
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<td>PROS 5072</td>
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<td>Perio/Pros/Endo/Orth Interdisciplinary Course 1</td>
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<tr>
<td>PERI 5052</td>
<td>Surgical Anatomy 1</td>
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<tr>
<td>PROS 5015</td>
<td>Concepts Of Occlusion 1</td>
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<td>Dental Implantology 1</td>
</tr>
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<td>PROS 5053</td>
<td>Advanced Implant Prosthodontics 1</td>
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<td>PROS 5067</td>
<td>Supervised Teaching 1 1</td>
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<td>MSDS 5020</td>
<td>Dental Biomed Core 1 1</td>
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<tr>
<td>MSDS 5090</td>
<td>Grad Research Methodology 1</td>
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<td>MSDS 5121</td>
<td>Biostatistics 1</td>
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<tr>
<td>ENDO 5060</td>
<td>Current Concepts In Endo</td>
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<td>PROS 5022</td>
<td>Advanced Prosthodontics 1</td>
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<td>PROS 5033</td>
<td>Clinical Prosthodontics 1</td>
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<td>PROS 5045</td>
<td>OMS/Prosthodontics Seminar 1</td>
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<td>PROS 5049</td>
<td>Overview of Maxillofacial Pros</td>
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<td>PROS 5073</td>
<td>Literature Review Seminar 1</td>
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<td>PROS 5054</td>
<td>Advanced Dental Materials</td>
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<td>Perio/Pros/Endo/Orth Interdisciplinary Course 1 1</td>
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<td>MSDS 5021</td>
<td>Dental Biomed Core 2 1</td>
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Total Credit Hours: 37.0

<table>
<thead>
<tr>
<th>Second Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>INTD 6014</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 2</td>
</tr>
<tr>
<td>INTD 6019</td>
<td>Pharmacotherapeutics</td>
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<tr>
<td>PROS 6022</td>
<td>Advanced Prosthodontics 2</td>
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<td>PROS 6031</td>
<td>Clinical Prosthodontics 2</td>
</tr>
<tr>
<td>PROS 6046</td>
<td>OMS/Prosthodontics Seminar 2</td>
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<td>PROS 6069</td>
<td>Supervised Teaching 2</td>
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<td>PROS 6073</td>
<td>Literature Review Seminar 2</td>
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<tr>
<td><strong>Spring</strong></td>
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<td>INTD 6014</td>
<td>Perio/Pros/Endo/Orth Interdisciplinary Course 2</td>
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<td>PROS 6023</td>
<td>Advanced Prosthodontics 2</td>
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<td>PROS 6032</td>
<td>Clinical Prosthodontics 2</td>
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<td>PROS 6043</td>
<td>Geriatric Dentistry</td>
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<td>PROS 6047</td>
<td>OMS/Prosthodontics Seminar 2</td>
</tr>
<tr>
<td>PROS 6070</td>
<td>Supervised Teaching 2</td>
</tr>
</tbody>
</table>
Program Outcomes:

1. Students will demonstrate a comprehensive understanding of education in biomedical sciences as a foundation for clinical prosthodontics.
2. Students will demonstrate a historical and evidence-based understanding of contemporary prosthodontic practice.
3. Students will successfully challenge progressive didactic, laboratory and clinical experiences in fixed, removable, maxillofacial and implant prosthodontics (including surgical placement of implants) and demonstrate adequate preparation for skillful practice of the art and science of prosthodontics at the specialty level.
4. Students will successfully practice in a service oriented model of specialty care with experiences that focus on the best interests of the patient in a climate of interdisciplinary consultation and collaboration.
5. Students will successfully complete didactic and clinical instruction that will potentiate future roles as prosthodontic educators.
6. Students will demonstrate adequate preparation to successfully challenge the certifying examinations of the American Board of Prosthodontics.
7. Students will apply a sufficient understanding of dental research that will permit successful completion of a Master of Science degree or a scholarly publication / presentation.

Dental Hygiene

Dental hygienists are licensed health care professionals that specialize in preventing oral health problems and diseases. To become a licensed, registered dental hygienist requires successful completion of an ADA accredited dental hygiene program, The National Dental Hygiene Board Examination, and a state or regional examination. The primary responsibility of a dental hygienist is to treat and educate patients in the control and prevention of oral diseases. Typical functions of the clinical dental hygienist include assessment of health histories, evaluating and charting oral conditions, removing deposits (plaque, tartar, and stain) from the teeth, exposing and processing dental x-rays, applying preventive agents to the tooth surfaces such as fluoride and sealants, and providing individualized oral hygiene instruction services.

This growing career field is projected to be one of the 30 fastest growing occupations. The population growth combined with the increasing rate of retention of natural teeth will continue to stimulate the need for dental hygienist. For additional information on the profession of dental hygiene, contact the American Dental Hygienists’ Association (http://www.adha.org/).

Objectives/Program Outcomes

The primary goal of the Advanced Prosthodontic Education Program at the Health Science Center is to provide educational experiences for our students that create clinically competent prosthodontists. It is our belief that board certification, sub-specialization and successful careers in research, teaching, private and institutional practice are all derivatives of prosthodontic clinical competence. Our secondary goal is to provide educational experiences for our students that create clinically competent prosthodontists. It is our belief that board certification, sub-specialization and successful careers in research, teaching, private and institutional practice are all derivatives of prosthodontic clinical competence. Our secondary goal is to provide educational experiences for our students that create clinically competent prosthodontists. It is our

Program Policies

Academic Advising

The division director and faculty serve as student advisors. The advisor can assist the student to recognize and acknowledge that he or she is in academic difficulty and can provide appropriate guidance. At all times, the faculty member can act to reassure, counsel, advise and refer students to appropriate individuals for help with their particular problem. Topics that may be addressed through faculty advising include academic issues, program policies, study problems, time management, and clinical progress, as well as the advisor's referral to other support systems in the university or community.

Academic Warning

The Academic Performance Committee meets twice per semester to review students’ academic progress in the program. At the mid-semester meeting, students identified as performing at an unsatisfactory level in any course are sent a letter from the program director requesting that they meet with their course instructor and academic advisor. An academic warning, unto itself, does not require prescribed action on the part of the student. It is expected that the student who has received an academic warning will correct mid-semester academic deficiencies by the end of that particular semester.

An academic warning is an official communication between the program director and the “at risk” student. Academic warning is offered at mid-semester. Academic warning is a courtesy to the student, allowing for supportive dialog between the student and the dental hygiene administration.

Advancement, Probation and Dismissal

A satisfactory rate of progress toward the degree is determined by the Academic Performance Committee (APC) for the bachelor's degree.
according to the following standards. A student can be considered for dismissal from the School of Dentistry for academic deficiencies or violation of University regulations. The Academic Performance Committee is responsible for considering students for academic dismissal. Students may be suspended, dismissed, and/or refused readmission at any time if circumstances of an ethical, legal, moral, health, social, psychomotor skill development, or academic nature are considered to justify such an action.

**Academic Dismissal:** An option to appear before the Academic Performance Committee will be extended to the student before a vote is taken to recommend academic dismissal. The purpose of the appearance is to inform the Committee of extenuating circumstances which may have contributed to the student’s performance. The student may request that other appropriate verbal and/or written testimony regarding these circumstances be presented at this meeting. Only members of the Committee will be present when the vote for dismissal is taken.

**Performance Review:** Each student’s performance is reviewed at the middle and end of every term by the APC. At mid-term the APC determines whether the student is progressing satisfactorily or whether a warning letter is indicated. Warning letters specify each course in which the student is performing unsatisfactorily and suggest that the student meet with the course director to assist in remediation strategies. Students are responsible for arranging instructor counseling and assistance in remedying any academic deficiencies.

**Promotion Recommendations:** At semester’s end, the APC determines the student’s promotion status. The APC evaluates other aspects of the student’s performance: (1) course grade(s), (2) attendance record, (3) professionalism, (4) and psychomotor skill development. The APC also may assess extenuating circumstances that might have affected student progress on an individual basis. Recommendations are forwarded to the program director for final approval. A student performing at an unsatisfactory level will receive written notification of her/his status from the program director for final approval. A student performing at an unsatisfactory level will receive written notification of her/his status from

The policies below apply to students in the bachelor’s degree programs (entry-level and degree completion).

**Unconditional Advancement** – A student may be considered for Unconditional Advancement if the student:

- Achieves a minimum grade point average of 2.0 each semester,
- Successfully completes all prescribed courses and semester requirements, and
- Earns a satisfactory grade in each course taken.

In addition, the faculty will consider all areas listed above under Promotion Recommendations.

**Probationary Advancement** – A student may be considered for Probationary Advancement if the student:

- Withdraws from a prescribed course with the approval of the department chair but meets all other conditions for Unconditional Advancement (bachelor completion only),
- Receives an unsatisfactory grade in a single course; or
- Receives an I (Incomplete) grade in any course(s).

A student who receives an unsatisfactory grade in any course may be required to repeat all or part of the academic year. When repeating any portion of the academic year the student must earn a satisfactory grade in each course or be subject to dismissal from the program.

**Dismissal** – Dismissal from the program may be recommended if a student receives an unsatisfactory grade(s) in:

- One or more courses in one semester,
- A course being repeated,
- A course being remediated,
- Any course taken while repeating any portion of the academic year, or
- Any course taken while on probation
- Receiving an unsatisfactory or failing grade in professionalism

**Appeal Procedures**

1. A student may appeal an Academic Performance Committee decision that recommends: a) remediation, b) repetition of the year or c) academic dismissal. The student submits written notification of his/her desire to appeal to the Dean’s office. This written request must be received by the Dean’s office within 5 days following the student’s receipt of the written notification of the Academic Performance Committee’s recommendation.

2. The Dean will consult with appropriate individuals and render a decision to uphold or overturn the Academic Performance Committee decision. The student will receive written notification of the Dean’s decision.

Student appeals and grievances are handled through established policies and procedures for the School of Dentistry, outlined in the Academic Grievance Policies (p. 58) section of the Catalog.

**Grades**

The standing of students in their work is expressed by the following grades:

- A = Excellent
- B = Above Average
- C = Average
- F = Failure
- P = Pass
- W = Withdraw

Grades in courses in which performance is graded an S (Satisfactory) or U (Unsatisfactory) are not used in computing grades point average.

- A = 4 points
- B = 3 points
- C = 2 points
- F = 0 points

The symbol I (Incomplete) may be recorded for a student who has not completed course assignments at the conclusion of the course.

**Final Grade for Course Remediation/Repetition**

A grade of “C” is the highest letter grade that can be achieved in the remediation of a course. Following remediation of a course, the grade
assigned will be the grade ("C", "F" or Pass) achieved by the student as set forth in the academic standards of the remediation of the course.

Following repetition of a course during repetition of an academic year in its entirety, the grade assigned will be the grade achieved by the student as set forth in the academic standards of the course.

All grades achieved by a student in a course (i.e., original, remediation, repetition) will appear on the official transcript but only the most recent grade achieved will be used in calculating the grade point averages.

Grades in Clinical Rotation and Practicums
Clinical rotations and Practicums may be graded S (Satisfactory) or U (Unsatisfactory), or may be assigned a letter grade, depending on the department policy.

A grade of S or other designations of an acceptance grade is assigned if the student successfully satisfies the criteria for clinical courses. Failure to successfully satisfy the course criteria may result in an I (Incomplete) or a U (Unsatisfactory) or a letter grade considered unsatisfactory based on departmental policy.

Criteria and time frame for removal of an I or U or other Unsatisfactory grade in clinical courses are determined based on clinical documentation and consultation with the Clinical Coordinator/Clinical Instructor. An I or U or other unsatisfactory grade may require that the student complete an additional affiliation or other remediation that could extend the professional curriculum beyond the expected graduation date. More than one unsatisfactory grade is not allowed within the total clinical course sequence.

Incomplete
The assignment of an "I" grade indicates that the student failed to complete requirements for the course due to unexpected and extenuating circumstances, such as illness, family emergency, or other non-academic and urgent matters. A grade of incomplete "I" is not acceptable as a temporizing measure in situations of substandard academic performance. The outstanding work must be completed by the designated date issued by the faculty but no later than one year of the issuance of the "I" grade. When the course is completed the qualitative grade issued by the instructor will be submitted to the Office of the University Registrar using a Change of Grade Form. If the course work is not satisfactorily completed within the designated time, the "I" grade will be changed to an "F" grade. Incomplete grades should not be confused with failing grades of "F", in which a student failed to complete requirements without proper notice to the instructor.

Academic Grievance Policies
Due Process Grade Assignment Disagreement
A student wishing to appeal the assignment of a grade must submit her/his grievance to the Course Director within seven (7) days of the grade assignment. The appeal mechanism for challenging a grade is limited to: (1) possible clerical errors in calculating or recording a grade, or (2) allegation of mistakes or unfairness in application of the published academic standards in the assignment of a grade. It is the responsibility of the student to substantiate her/his assertion that an incorrect grade has been assigned.

If the student’s concerns are not resolved after a meeting with the Course Director, the student may submit a written appeal to the Division Director. The written appeal must be made within seven days of the student’s meeting with the Course Director and must contain information to substantiate the assertion that an incorrect grade has been assigned.

If the disagreement is not resolved at the division level, the student may submit a written appeal to the Department Chair within seven days of the Division Director’s decision. The written appeal must be made within seven days of the student’s meeting with the Division Director and must contain information to substantiate the assertion that an incorrect grade has been assigned.

If the disagreement is not resolved at the departmental level, the student may submit a written appeal to the Dean of the School of Dentistry within seven days of the departmental decision. If the Dean agrees to review the matter, he/she will review only that the appeal process was conducted appropriately. This School of Dentistry policy supersedes any other grievance policies, and decisions made in this process are final.

Dropping a Course
There is a six course drop limit established by the Texas Senate (SB 1231). This legislation is applicable to all Texas public colleges and universities.

Withdrawal from a Course
Withdrawal refers to the procedure by which students voluntarily remove themselves from courses in which they are enrolled. Each course in the curriculum is built upon and is dependent upon a foundation established in a prior course. To withdraw from a course, a student should seek counseling from the Course Director and the Program Director. In addition, the student will make an appointment with the Program Director to discuss the decision, explore options, and make necessary changes to the degree plan when withdrawing from any course. The student will have to have an official withdrawal form signed by the course director and Program Director after the form has been provided and signed by the appropriate Associate Dean.

If a student withdraws from school or drops a course prior to the first examination/graded assignment, a grade of W will be recorded.

Leave of Absence
Students in good academic standing who wish an extended leave of absence for extenuating physical or personal reasons must submit a written request to the Dean stating reasons for such a request, the period of time involved, and intentions concerning resumption of dental studies. The Dean will consider such requests on their individual merit.

Generally, a leave of absence shall not exceed one academic year. Any additional leaves of absence must be reviewed and recommended by the Academic Performance Committee and approved by the Dean. The Dean’s Office and Program Director must be notified by the student of their intentions to re-enroll by a date determined by the Associate Dean for Academic, Faculty and Student Affairs and the Dental Hygiene Program Director prior to the next academic year. Any additional leaves of absence must be reviewed and recommended by the Academic Performance Committee and approved by the Dean.

Upon the leave of absence approval, the student must request and complete a Student Clearance Form which is available in My Student Center under Registrar eForms.

Requests to Change Schedule of Examinations
The official dates and times of all examinations are published in the final Class Schedules (http://uthscsa.edu/fsprec/schedules.asp) after consultation with Course Directors and representatives of all classes.
Students or the Course Director may initiate requests for changes in the schedule of examinations. All requests should be submitted to the Office of the Associate Dean for Academic Affairs/Dental Hygiene Division Director, as applicable.

A request to move an examination to a later date must be submitted at least two weeks prior to the original date of the examination. A request to move an examination to an earlier date must be submitted at least two weeks prior to the proposed date of the examination.

All requests for changes to the examination schedule published in the final Class Schedule must be accompanied by:

1. A written reason for the move that must be compelling and academically sound.
2. A written statement from the Course Director stating he/she is in agreement with the change.
3. The results (number of yes/no votes) of a secret ballot taken from all members of the class. The Associate Dean for Academic Affairs/Dental Hygiene Division Director, as applicable will review the request and can approve it if the following requirements are met:
4. The request has been submitted within the guidelines.
5. The reason for the move is valid.
6. The Course Director is in agreement with the change.
7. No member of the class present and voting opposes moving the examination to an earlier date; or, 90 percent of those voting are in favor of moving it to a later date.
8. An appropriate classroom is available at the proposed time.

Class Attendance
Students are expected to attend and actively participate in all regularly scheduled classes, laboratories, and clinical periods. The policy regarding attendance and the consequences for failure to comply is the prerogative of the Course Director and the department responsible for that portion of the curriculum, and will be provided in the course syllabus at the beginning of each course. It is the responsibility of the student to arrange with the faculty for making up any work that is missed.

Absences may be considered sufficient cause for issuing failing grades in courses requiring attendance.

Reporting Absenteeism
Attending all scheduled class sessions will provide the student with the opportunity to clarify and apply new concepts and terminology, and benefit from class discussion. Attendance is mandatory at all clinic, lab and lecture classes. If a student is ill to where they cannot attend class they are required to report their absence immediately. As a courtesy to the course director absences will be reported online (https://fmcjii.uthscsa.edu/absence/) by 7:30 a.m. the day of the absence. The dental hygiene office will maintain a roster of absentees and the reported reasons for absence.

In cases of absence during an assigned rotation or clinic, all students are responsible for contacting appropriate Rotation Directors and Clinic Coordinators immediately.

Students who will be absent from any examination must notify their Course Directors directly as well as complete an online student absence report.

Students are responsible for contacting Course Directors upon their return to school to schedule required make up work that is missed and obtain related course materials.

Dress Code and Grooming
An excellent dental education is dependent on the number of patients and the diverse patient needs that allow students to provide a broad scope of oral health care to a large number of patients. As this is a totally voluntary system on the patient side, it is incumbent upon the School of Dentistry to provide an environment that gives patients the confidence to come to this institution knowing they will be treated in a professional manner, by professionals, and in a safe environment. To achieve this goal, first impressions are important; therefore, all students in the School of Dentistry need to look professional in dress and grooming since patient contact can occur in many areas of the building. When students have direct patient contact in the clinics, additional issues require students to pay particular attention to clinic attire and grooming because they affect patient safety as well as their own. The dress code policy is published on the School of Dentistry Intranet site, http://dserver.uthscsa.edu/intranetdocs/UTDentistry_Dress_Code.html. Any additional dress code/grooming requirements will be addressed by the program director and/or course director.

Student Concerns
Various mechanisms are available at all levels for student input regarding their concerns. Individuals and groups who respond to these concerns include course directors, advisors, associate dean for academic affairs, and the associate dean for student affairs. Procedures for grievances can be found in the General Section of the Catalog.

The president of the Student Body Organization meets bi-monthly with presidents of other Health Science Center student groups to discuss problems or concerns affecting students in all schools with the university President. In addition, once a month, the Dean of the School of Dentistry meets with the presidents of all classes. Student liaisons for each course will meet with the respective course director as needed.

National Board Dental Hygiene Examination
Senior dental hygiene students will be eligible to take the written national board the spring semester of their senior year provided they successfully complete the fall senior courses. In order to be considered for graduation, senior dental hygiene students are expected to take the board exam before their last class day in the spring semester as indicated in the academic calendar. If an extenuating circumstance prevents a student from taking the exam prior to the last class day of the spring semester, the Academic Performance Committee will meet to recommend a course of action.

If a student is unsuccessful on the board exam on the first attempt, the National Board policy requires a student to wait 90 days before attempting the exam again. Additionally, candidates must pass the examination within five years of their first attempt or five examination attempts, whichever comes first. Subsequent to the fifth year or fifth attempt, candidates may test once every 12 months after their most recent examination attempt.
Dean's List
Current students in the dental hygiene bachelor's degree program with a cumulative grade point average (GPA) of 3.75 or greater for an academic semester may qualify for inclusion on the Dean's List. In addition to the minimum GPA, Dean's List students must not have an Incomplete (I) grade for an academic semester.

Honors Program
Graduation with Distinction in Dental Education
The School of Dentistry contributes to the national effort within the dental education community to increase students' awareness of the academic arm of the profession. The school also works to enhance awareness of career options in teaching, scholarship and academic administration. All of these efforts are extended to dental students through the Teaching Honors Program (THP). This program provides UT Health San Antonio School of Dentistry students with teaching and educational planning experiences and provides a way for them to learn about academic careers.

Gaining the Distinction in Dental Education recognition is reserved to students who complete additional enrichment coursework that immerses them into a world of teaching and academics. Students will have discussed career choices with faculty, participated in fundamental teaching practices, taught in classroom, lab and clinical settings, and participated in academic fellowship opportunities.

Description of the program
In order for a dental or dental hygiene to graduate with the Distinction in Dental Education requires a student in good academic standing to complete select courses unique to the Dental Education Teaching Honors Program. Throughout the dental and dental hygiene program, students progressively participate in faculty mentoring activities, acquire and apply teaching fundamentals needed for teaching in dental education. As senior students, in both dental and dental hygiene programs, participate in peer learning projects such as posing as “faculty for the day” where students use their previous knowledge and acquired skills to experience a day as an academician. The Director(s) for the School of Dentistry’s Teaching Honors Program monitors all students who wish to have the “Distinction in Dental Education” appear on their diploma and transcript and will need to submit supporting materials verifying completion of the activities and goals of the program. This includes verification of the core and enrichment selectives. Copies of all scholarly materials produced by student (i.e. abstracts, posters, manuscripts, evaluation forms, submission of assignments in the learning management system, or verified by faculty/mentor) shall be submitted to course director(s). Upon completion of all activities, the course director(s) will review all projects, and presentations for completion, and determine if graduating students have achieved “Distinction in Dental Education”. This list will be shared with the Office of Academic Affairs in the School of Dentistry. The course director(s) will also compile these names and share with the registrar’s office for conferring.

Graduation with Distinction in Research
The School of Dentistry recognizes individual student investigators who, in addition to completing their clinical dental program, have acquired research skills and accomplished significant research activity. The long-range goal is to foster scholarship and critical thinking, add to the body of scientific information and facilitate recruitment of students into dental research careers.

Gaining Distinction in Research Honors is limited to dental students who have demonstrated unusually significant scientific accomplishments. Students will have worked under the mentorship of an active scientist, prepared a research proposal, completed the research project, analyzed and presented the results at local and national research meetings and prepared a report for approval by the Dental School Research Committee.

Description of the Program
The Distinction in Research Program requires that a student in collaboration with a suitable faculty mentor completes a research project and prepares an original extended abstract that is suitable for incorporation into a peer-reviewed publication. The students should have played a significant role in the research project and will typically be listed as first author on an abstract and listed as a co-author on a peer-reviewed manuscript resulting from the research. The Director for Research and Associate Dean for Academic Affairs will monitor the program and bring candidates for consideration to the attention of the Dental School Research Committee. The Research Committee will review all applications and make recommendations to the Dean regarding the designation of the “Distinction” status for the students concerned. Students participating in the Distinction in Research Program are strongly encouraged to enter various Student Research competitions as part of their training experience. These include but are not limited to the Hinman Research Symposium competition, the American Association of Dental Research(AADR) Warner-Lambert Hatton Award, the AADR Caulk/ Dentsply competition, the International Association for Dental Research/ Colgate Research in Prevention Travel Award and the Block Travel Award.

Student Mistreatment
Mistreatment of students will not be tolerated. Mistreatment, intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and interferes with the learning process. Student mistreatment may take many forms all of which impact student performance. For more information, reference the Student Mistreatment policy (p. 87).

School of Dentistry Social Media Guidelines
The purpose of this policy is to promote the safety and privacy of students, faculty, staff, patients, and visitors. Students, faculty members, and staff must comply with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) when using social media.

No student, staff or faculty may post, release, or otherwise disclose photos, identifiable case descriptions, images, or records related to the educational, clinical, or research activities of the school via social networking sites, non-educational blogs, message boards, Internet websites, personal e-mail, or anything other than standard professional means of query and/or dissemination.

No student, staff or faculty may post statements about the School of Dentistry community (employees, staff, students, and visitors) that are defamatory, obscene, threatening or harassing.

Failure to comply with this policy may be a violation of legal, professional, and/or ethical obligations. Violation will result in disciplinary action by the School of Dentistry up to and including reduction in professional grades, loss of clinical or pre-clinical privileges, additional HIPAA training, probation, termination of employment and/or dismissal from the School of Dentistry.
The School of Dentistry (http://nursing.uthscsa.edu/) assumes no duty to monitor Internet activity but reserves the right to take appropriate action in accordance with this policy.

**Netiquette**
The School of Dentistry has developed Netiquette Guidelines which align with the social media policy.

- **Think twice before posting** - Privacy does not exist in the world of social media. Before each posting, students are encouraged to consider how the item may reflect both on the author of the post and the School of Dentistry. Something that would not be said in person should not be posted in social media. Imagine your posting on the front page of the local newspaper.
- **Strive for accuracy** - Students should be certain that anything they post on a social media site is factual. The posting should be reviewed for grammatical and spelling errors, especially when posting on behalf of the School of Dentistry.
- **Be respectful** - Posted responses and comments should be respectful and considerate.
- **Photography** - Students should be aware that photographs posted on social media sites can easily be accessed by visitors to those sites. Posting unauthorized photos on a website or social media network site can result in disciplinary action.
- **Rules** - It is important to review the terms of service, privacy settings, and other policies of the social media network before use.

**UT Health San Antonio Social Media Policy** (https://campaigns.uthscsa.edu/social-media-guide/guidelines-policy/)

1. Familiarize yourself with existing UT Health San Antonio’s employment policies and disclaimers. All communication professionals should follow all rules and policies.
2. Do not engage in any communication or activity that is prohibited under federal, state or local laws. These laws include, but are not limited to, the Health Insurance Portability and Accountability Act (HIPAA), copyright, libel and false advertising laws.
3. Do not discuss or disclose any confidential or proprietary information of UT Health San Antonio, or any non-public information on social media.
4. Acknowledge and correct mistakes promptly. Be professional, use good judgment and be accurate and honest in your communications; errors, omissions or unprofessional language or behavior reflect poorly on UT Health San Antonio and may result in liability. Link directly to online references and original source materials, when possible.
5. The UT Health San Antonio Marketing, Communications & Media team reserves the right to edit, modify, remove or delete any content or other information or materials on official UT Health San Antonio social media profiles, groups or pages. UT Health San Antonio also reserves the right to delete or suspend official UT Health San Antonio accounts if violations are committed.
6. Social media platforms are owned by third parties, which have their own policies and rules for operating accounts on the site and, often, specific rules for brands and businesses. It is important that account managers understand the rules or guidelines they agree to abide by in operating any account. Below are links to the brand pages of social media channels, to understand best practices and proper uses of their channel and brand assets.
   a. Facebook Brand Resource Center
   b. Twitter Brand Guidelines
   c. Instagram Brand Resources
   d. YouTube Brand Guidelines
   e. Google+ Style Guide
   f. LinkedIn Brand Guidelines
   g. Snapchat Brand Guidelines
7. UT Health San Antonio reserves the right to revise this policy at any time.

**Bachelor of Science in Dental Hygiene**

Dental hygienists are licensed health care professionals that specialize in preventing oral health problems and diseases. To become a licensed, registered dental hygienist requires successful completion of an ADA accredited dental hygiene program, The National Dental Hygiene Board Examination, and a state or regional examination. The primary responsibility of a dental hygienist is to treat and educate patients in the control and prevention of oral diseases. Typical functions of the clinical dental hygienist include assessment of health histories, evaluating and charting oral conditions, removing deposits (plaque, tartar, and stain) from the teeth, exposing and processing dental x-rays, applying preventive agents to the tooth surfaces such as fluoride and sealants, and providing individualized oral hygiene instruction services.

This growing career field is projected to be one of the 30 fastest growing occupations. The population growth combined with the increasing rate of retention of natural teeth will continue to stimulate the need for dental hygienist. For additional information on the profession of dental hygiene, contact the American Dental Hygienists’ Association (http://www.adha.org/).

**Entry Level Track**

The Bachelor of Science (BS) Entry level program may be considered by applicants wishing to become a Dental Hygienist. The Division of Dental Hygiene offers a Bachelor of Science Degree Program that prepares graduates for licensure and entry into the profession. The program consists of two academic years of upper-level coursework in dental hygiene theory, laboratory, and clinical skills. Applicants must complete specific general education prerequisite courses before entering the dental hygiene major. The Bachelor's program requires students to successfully complete a total of 123 semester hours to earn the degree (includes Texas Core, prerequisites, and dental hygiene major courses). Upon completion of the program, graduates are eligible to take dental hygiene licensing examinations for eligibility to practice. The Division of Dental Hygiene is administered under the Department of Periodontics.

**Application and Admission Requirements for the Entry-Level Bachelor’s Degree Program**

A maximum of up to 30 qualified students can be admitted to the Bachelor of Science degree program. In addition to the academic admission requirements, non-academic factors may be considered when selecting students for admission to the BS Entry program.

Required prerequisite courses: The Texas Core Curriculum and program prerequisites must be completed by the end of the spring semester of the entering year. The program specific prerequisites are listed below. Applicants must complete a minimum of 60 semester credit hours. For
further information see the Texas General Education Core Web Center (http://statecore.its.txstate.edu/). Applicants are encouraged to seek advisement from their college counselors.

Program Prerequisites
Introduction to Chemistry with laboratory 4
Psychology 3
Nutrition 2
Statistics 3
Microcomputer Applications or equivalent 3
Elective (may be any academic course) 3
Total Credit Hours 18

Application
Applicants will submit an application via ADEA DHCAS (Dental Hygiene Centralized Application System) at http://www.adea.org/dhcas.aspx. Applicants must have a minimum overall grade point average (GPA) of 2.7 and prerequisite courses GPA of 2.7 with all courses completed with a grade of "C" or better. Applicants must meet all requirements to be considered for admission and must submit all required information to ADEA DHCAS by December 31. Transcripts containing fall courses must be submitted by Jan 15.

All science courses must be completed by December 31st and up to 6 hours of prerequisite courses can be in progress the spring semester prior to admission. The 6 credit hours must be completed by May and final transcripts submitted by June 1.

Bachelor of Science in Dental Hygiene – Entry Level Track Degree Requirements
Dental Hygiene Bachelor of Science degree is awarded at the successful conclusion of the program. Licensure is granted through the state of Texas following graduation, successful completion of the National Board Dental Hygiene Examination, the Western Regional Examining Board (WREB), and a state Jurisprudence Examination. Other Texas licensure requirements are detailed on the Texas State Board of Dental Examiners website.

Bachelor of Science in Dental Hygiene – Entry Level Track Sample Plan of Study

Entry-Level Bachelor's Degree Program Curriculum

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>DENH 3020</td>
<td>Clinic 1 Seminar 2</td>
</tr>
<tr>
<td>DENH 3021</td>
<td>Clinic 1 Practicum 3</td>
</tr>
<tr>
<td>DENH 3034</td>
<td>Periodontics 3</td>
</tr>
<tr>
<td>DENH 3035</td>
<td>Pharmacotherapeutics 4</td>
</tr>
<tr>
<td>DENH 3040</td>
<td>Histology/Embryology 2</td>
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<tr>
<td>Total Credit Hours:</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>DENH 4012</td>
<td>Oral Pathology 3</td>
</tr>
<tr>
<td>DENH 4018</td>
<td>Introduction to Research 3</td>
</tr>
<tr>
<td>DENH 4020</td>
<td>Clinic 2 Seminar 2</td>
</tr>
<tr>
<td>DENH 4021</td>
<td>Community Oral Health Practicum 1 4</td>
</tr>
<tr>
<td>DENH 4022</td>
<td>Clinic 2 Practicum 3</td>
</tr>
<tr>
<td>DENH 4025</td>
<td>Advanced Periodontics 3</td>
</tr>
<tr>
<td>DENH 4026</td>
<td>Healthcare Ethics 1</td>
</tr>
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<td>Total Credit Hours:</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>DENH 4015</td>
<td>Clinic 3 Practicum 3</td>
</tr>
<tr>
<td>DENH 4016</td>
<td>Clinic 3 Seminar 2</td>
</tr>
<tr>
<td>DENH 4017</td>
<td>Community Oral Health Practicum 2 2</td>
</tr>
<tr>
<td>DENH 4019</td>
<td>Practice Management 2</td>
</tr>
<tr>
<td>DENH 4111</td>
<td>Current Issues In Dental Hygiene 3</td>
</tr>
<tr>
<td>Total Credit Hours:</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Bachelor of Science in Dental Hygiene – Entry Level Track Objectives/Program Outcomes

Objectives
The Bachelor of Science in Dental Hygiene program at the Health Science Center is designed to prepare students to have the knowledge and clinical skills to provide preventive educational and clinical dental hygiene oral health care to infants, children, adolescents, adults, and those with special health care needs.

Program Outcomes
1. Students will be able to provide clinical assessment and preventive oral health care within the scope of dental hygiene practice to infants, children, adolescents and adults.
2. Students will be able to provide clinical assessment and preventive oral health care within the scope of dental hygiene practice to the unique needs of women, the elderly and patients with physical, cognitive, emotional or development challenges.
3. Students will be able to assess oral and systemic risk factors related to individual health status and collaborate with other health care providers.
4. Students are prepared to provide ethically and socially responsible oral health care in compliance with the laws and regulations.
governing the practice of dental hygiene within the dental clinic workforce, community health clinics, and educational settings.

5. Students will be able to enhance the oral health of individuals and the community through risk assessment, prevention, promotion of healthy lifestyle and education.

Degree Completion Track

Dental hygienists are licensed health care professionals that specialize in health promotion and disease prevention. The Bachelor of Science Degree Completion program is designed to be completed by a licensed dental hygienist (RDH) who graduated from an ADA/CODA accredited dental hygiene program in the U.S. or Canada.

Although the majority of dental hygiene are employed in a clinical setting, an increasing number of additional career opportunities have attracted the skills of the dental hygienist with a bachelor’s degree. These prospects can lead to careers in administration, academia, sales, research, public health or government agencies. Salaries vary, depending on the career choice. For current information on salaries and job outlook visit the bureau and labor statistics web page at: https://www.bls.gov/ooh/healthcare/dental-hygienists (https://www.bls.gov/ooh/healthcare/dental-hygienists/).

All didactic course work is offered online and may be taken on a part-time schedule. Generally, students who enter this program complete the remaining 30 of 123 hours toward a Bachelor of Science degree. Individual hours may vary and require a full unofficial transcript evaluation by the program director. A maximum of twelve students may be admitted to the program each year. Applications are accepted through a centralized dental hygiene application system found at: http://www.adea.org/dhcas.aspx from October 30 – December 31 with the next class beginning early July. For more details review the “Admissions Requirements” tab.

Admissions Requirements

The Bachelor of Science (BS) Degree completion may be considered by applicants who are already Registered Dental Hygienists (RDH). This program will allow you to complete a Bachelor of Science degree online. In addition to the academic admission requirements, non-academic factors may be considered when selecting students for admission.

Required prerequisite program/courses:

1. An active license as a Registered Dental Hygienist in good standing.
2. Graduation from an ADA (http://www.ada.org/) / CODA (http://www.ada.org/117.aspx)-accredited dental hygiene program in the U.S. or Canada. (All credits earned in the entry hygiene program will be accepted toward BS requirements)
3. A grade point average (GPA) of at least 2.7 for all college courses taken
4. Completion of the Texas Core Curriculum (p. 46) requirements (42 hours)
5. Completion of 18 hours Program Prerequisites
6. All course requirements for entry into the program are listed at: http://www.uthscsa.edu/academics/dental/dental-hygiene-program-admissions-prerequisite-course-list (http://www.uthscsa.edu/academics/dental/dental-hygiene-program-admissions-prerequisite-course-list/)
7. Applicants outside of Texas MUST reside in a participating National Council for State Authorization Reciprocity Agreements NC-SARA state to be accepted into our program. To see if your state participates and get more information, please visit NC-SARA website (http://nc-sara.org/).

Texas Core Curriculum and 18 hours of program prerequisites must be completed by the end of the spring semester of the year you are entering. For further information see the Texas General Education Core Web Center. Applicants are encouraged to seek advisement from the program director or college counselor.

Application: Applicants must meet all qualifications and submit all required information by December 31. Transcripts containing fall courses must be submitted by Jan 15. Up to 6 credit hours may be in progress during the spring semester prior to admittance, but must be completed and transcripts submitted by June 1.

Degree Requirements

Dental Hygiene Bachelor of Science degree is awarded at the successful conclusion of the program. Non-Health Science Center graduates wishing to earn a B.S. degree must complete a minimum of 30 semester credit hours of elective courses in the program. Health Science Center graduates (prior to 2005) who wish to earn a B.S. degree must complete from 6-9 elective credit hours.

Sample Plan of Study

Students must complete 30 semester credit hours of elective courses from the list below:

Fall Course Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENH 3007</td>
<td>Preclinical Teaching Practicum</td>
<td>4</td>
</tr>
<tr>
<td>DENH 3015</td>
<td>Public Health Practicum</td>
<td>4</td>
</tr>
<tr>
<td>DENH 4007</td>
<td>Clinical Administration Practicum</td>
<td>4</td>
</tr>
<tr>
<td>DENH 4018</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>DENH 4023</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>DENH 4025</td>
<td>Advanced Periodontics</td>
<td>3</td>
</tr>
<tr>
<td>DENH 4027</td>
<td>The Summer Institute in Aging</td>
<td>3</td>
</tr>
<tr>
<td>DENH 4029</td>
<td>Dental Hygienist Role in the Management of Elder Abuse</td>
<td>3</td>
</tr>
<tr>
<td>DENH 4030</td>
<td>Introduction to Professional Writing</td>
<td>1-3</td>
</tr>
<tr>
<td>DENH 4091</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>DENH 4103</td>
<td>Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4007</td>
<td>Human Resource Development</td>
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</tbody>
</table>

Spring Course Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>DENH 3015</td>
<td>Public Health Practicum</td>
<td>4</td>
</tr>
<tr>
<td>DENH 3017</td>
<td>Clinical Teaching Practicum</td>
<td>4</td>
</tr>
<tr>
<td>DENH 4023</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>DENH 4024</td>
<td>Concepts And Practice In Teaching</td>
<td>3</td>
</tr>
<tr>
<td>DENH 4028</td>
<td>Public Health Policy</td>
<td>3</td>
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<tr>
<td>DENH 4091</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>DENH 4111</td>
<td>Current Issues In Dental Hygiene</td>
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<tr>
<td>DENH 4415</td>
<td>Advanced Public Health Practicum</td>
<td>4</td>
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<td>EMSP 3007</td>
<td>Human Diseases</td>
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</tr>
<tr>
<td>EMSP 4008</td>
<td>Leadership Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Outcomes:

The Online Bachelor of Science Degree Completion program at the Health Science Center is designed to prepare dental hygienists with skills in
written communication, critical thinking, and problem solving on a flexible educational platform to build the next generation of leaders.

**Program Objectives:**

Upon graduation the Bachelor of Science Degree Completion candidate will:

1. Successfully apply critical thinking by demonstrating the ability to retrieve, interpret, and evaluate evidenced-based literature.

2. Demonstrate increased professional written communication practices, and problem solving skills through gathering, integrating, and conveying information in course work.

3. Demonstrate contributions to the body of knowledge in the field of dental hygiene or health care by integrating a lifelong approach to learning and professional achievements.

**School of Health Professions**

The School of Health Professions is a dynamic center of learning, service, research, and practice for future allied health professionals who will serve the people of Texas and the nation. Allied health represents the largest group of health care providers in the United States. There are over 100 allied health disciplines representing more than 7 million workers and constituting approximately 60% of the health care workforce.

All educational programs in the School of Health Professions are accredited by their respective specialized accrediting bodies. Information about accreditation status and the accrediting body are presented in each department’s section of this Catalog.

**History**

When the Board of Regents reorganized all existing biomedical units within The University of Texas System in 1972, the Health Science Center became one of four such institutions of The University of Texas System, each having a medical school, a graduate school of biomedical sciences and a school of allied health sciences, in addition to at least one of the following health professional schools: a school of nursing, a school of public health or a dental school.

Before the reorganization, San Antonio had been the site of the Medical School, the Dental School, and the School of Nursing. When the Health Science Center was established by the Board of Regents, the Medical and Dental schools and the newly established Graduate School of Biomedical Sciences and School of Allied Health Sciences (SAHS) became the original components. With the integration of the School of Nursing in 1976, the institution consisted of five schools.

In 1975, The University of Texas at San Antonio (UTSA) independently developed three allied health programs: medical technology (now medical laboratory sciences), occupational therapy and physical therapy. As these programs began to develop at UTSA, it became apparent that a linkage with the Health Science Center was needed to satisfy accreditation standards for the three new programs. The Health Science Center and UTSA subsequently developed a jointly awarded baccalaureate degree. Administrative responsibility for these three programs was transferred to the Health Science Center School of Allied Health in 1980.

In 1991, the SAHS programs earned departmental status and program directors officially became "Department Chairs" in the spring of 1992. That same year, the School of Allied Health Sciences began awarding its own Bachelor of Science degrees in Clinical Laboratory Sciences, Occupational Therapy and Physical Therapy, independent of the UTSA joint degree. The Department of Respiratory Care was established in 1993 to offer a Bachelor’s degree in Respiratory Care and the Master of Physical Therapy degree was offered for the first time in fall 1995. In 1999, the Department of Occupational Therapy began offering a Master of Occupational Therapy.

The School of Allied Health Sciences began offering a Bachelor of Science in Physician Assistant Studies in 1996 through a collaborative agreement with the United States Army. The Department of Physician Assistant Studies began offering a stand-alone baccalaureate curriculum in the Fall of 2000. In 2003, the Department of Physician Assistant Studies began offering a Master’s Curriculum.

The Department of Emergency Health Sciences, formerly Department of Emergency Medical Technology, originated in the School of Medicine, Division of Orthopedic Surgery and began offering EMS certification programs in 1974. The Department was one of the first nationally accredited programs in 1983 and transferred to the School of Allied Health in 1989 and was granted approval to offer the state’s first Bachelor of Science in EHS in 2000.

In 2008, the School of Allied Health Sciences became known as the School of Health Professions; that same year, the Department of Physical Therapy revised the Master of Science degree program and began offering a Doctor of Physical Therapy degree. In 2015, the Department of Respiratory Care began offering the Master of Science in Respiratory Care. In 2017, the Occupational Therapy program began to offer a Doctor of Occupational Therapy and the new Master of Science in Speech-Language Pathology program was introduced.

Today the School of Health Professions includes six departments: Communication Sciences and Disorders, Health Sciences, Emergency Health Sciences, Occupational Therapy, Physician Assistant Studies and Physical Therapy. Together, these departments offer three doctoral degrees, five master’s degrees, three bachelor’s degrees, and three certificates.

**Mission Statement**

The mission of the School of Health Professions is to make lives better through excellence in education, research, health care and community engagement.

**Strategic Objectives**

1. Excellence in education
   - Educating a diverse student body to become excellent health care providers, scientists and leaders.
   - Advancing health science education through research, scholarship and practice.

2. Excellence in research and scholarship
   - Engaging in research to understand health and disease, and to commercialize discoveries, as appropriate, to benefit the public.
   - Discovering and disseminating new knowledge to advance health, health care, education and training.

3. Excellence in health care
• Providing compassionate and culturally proficient health care, and influencing thoughtful advances in health policy.
• Providing leadership in health and health care delivery.

4. Excellence in service and community engagement

• Engaging our community to improve health.
• Providing leadership for our professions.

5. Operational effectiveness

• Ensuring faculty engagement and support.
• Developing outstanding faculty and leaders.
• Advancing fiscally responsible and strategic growth.
• Ensuring sound stewardship of resources.

Vision

By 2022 the School of Health Professions at the Health Science Center will be recognized as a world class school whose programs are among the best in the United States.

School of Health Professions Application and Admission

Application and admission requirements vary by department and program; please see the respective department section in this Catalog for specific information. Applicants are advised to pay close attention to application deadlines, as they also vary by department and program. An application packet is not considered complete until all required documents have been received.

Admission to all programs within the School of Health Professions is on a competitive basis. A limited number of students are admitted each year. Applicants should be aware that the selection process usually involves choosing among highly qualified applicants rather than between qualified and unqualified applicants.

Applicants may submit transcripts for an unofficial evaluation of prerequisite coursework to the School of Health Professions Office of Admissions and Special Programs. Additional information about application and admission is available by calling (866) 802-6288 (toll-free) or (210) 567-6220.

Upon admission to any program within the School of Health Professions, these additional items are required:

Background Check

Prior to Matriculation

Acceptance is contingent upon completing and passing a background check (https://www.uthscsa.edu/academics/health-professions/background-checks/). An offer of admission will not be final until the criminal background check is completed with results deemed satisfactory. Students must pay costs for the criminal background check. Directions for the background check process will be included in the offer of admission letter. Students should be advised that persons with certain types of criminal convictions may not be eligible for state licensure and/or national registry or certification. In addition, many employers perform criminal background checks and may not hire individuals with certain types of criminal convictions. Concerned students should check with the respective department for further clarification.

Clinical Rotations

Programs offered in the School of Health Professions often require that clinical rotations, practicums, internships or other learning experiences be successfully completed in hospitals and other health care facilities in order to meet program requirements. Because use of these facilities is required, students must be able to successfully complete their assigned rotations in order to fulfill the academic requirements of their program.

Hospitals and other health care facilities often have policies requiring criminal background checks for employees, students, and volunteers. These facilities may refuse to accept individuals for clinical, practicum or other experiential rotations based on past criminal convictions.

Some medical facilities require students that rotate in their facility to undergo drug screening prior to being awarded temporary privileges. It is the student’s responsibility to comply with this screening. It is the student’s responsibility to arrange for the screening in a timely fashion so as not to impact their rotation duties. The student is responsible for any applicable fees associated with drug screening.

Students should be prepared to comply with the policies and procedures at any facility where they are assigned as part of their educational program and may not request facility assignments in an effort to avoid specific requirements. Students who have certain types of information in their criminal background checks may be ineligible to complete rotations in specific facilities. Students who are not allowed to participate at assigned facilities, or who are terminated from rotations based on the results of a criminal background check will be unable to complete the program requirements for graduation and will be subject to dismissal on academic grounds.

Self-reporting

Current students must report to the Associate Dean for Student Affairs in writing, within five business days, any criminal complaints, information, indictment, no contest plea, guilty plea, and criminal convictions, excluding misdemeanor offenses punishable only by fine such as a traffic ticket. If a misdemeanor offense carries more than a punishment by fine, for example, community service, the offense must be reported. As noted above, persons with certain types of criminal convictions may not be eligible for state licensure and/or national registry or certification and many employers perform criminal background checks and may not hire individuals with certain types of criminal convictions.

Drug Screening

In compliance with the Stud (https://www.uthscsa.edu/sites/default/files/2018/ final_shp_drug_testing_policy.pdf)ent Drug Testing Policy (https://www.uthscsa.edu/sites/default/files/2018/ final_shp_drug_testing_policy.pdf), the School of Health Professions requires that all health professions students have a negative urine drug screen. All students will be required to provide a drug screening prior to matriculation and at other times, as deemed necessary by the School or its clinical sites. Additionally, some medical facilities require students that rotate in their facility to undergo drug screening prior to being awarded temporary privileges. It is the student’s responsibility to comply with this screening. It is the student’s responsibility to arrange for the screening in a timely fashion so as not to impact their rotation duties.

The student is responsible for any applicable fees associated with drug screening.
Health Insurance Coverage
Accepted students must show evidence of current health insurance, including dates of coverage. Unless proof of proper insurance coverage is provided before the first day of classes, students will be charged for a policy provided by the University. The health insurance fee is non-removable once the payment due date passes, and non-refundable once paid.

Immunizations
All required immunizations (p. 76) (e.g., TB skin test, tetanus, MMR, Varicella, Hepatitis B) must be completed prior to registration to protect the student’s health, the health of patients, and to minimize any adverse reactions during the early part of the student’s training. Be aware that it may take some time to obtain the immunizations and the information/signature from the student’s health care provider. Specific immunization information can be obtained through the Student Health Clinic (https://wellness360.uthealthsa.org/).

Immunization Records must be returned to the Student Health Center at least 30 days prior to registration. Students accepted less than 30 days before registration, should hand-deliver their Immunization Record to the Student Health Center as soon as possible. If accepted more than 30 days before registration, students drop off or mail completed form to:

The University of Texas Health Science Center at San Antonio
Student Health Center - MSC 7934
7703 Floyd Curl Drive
San Antonio, Texas 78229-3900

Tuition Deposit Fee
Most School of Health Professions programs require the payment of the non-refundable tuition deposit fee. The entire deposit fee will be credited to tuition when officially matriculated. Failure to enroll will result in forfeiture of the entire tuition deposit fee.

Texas Core Curriculum
Students who will be receiving their first baccalaureate degree from the Health Science Center must successfully complete the Texas Core Curriculum requirements. See the General Education Core Curriculum Policy for more information, including changes to the Health Science Center’s Core Curriculum based on legislation passed in 2013 and applicable to students matriculating in the fall of 2014.

Any student concurrently enrolled at more than one institution of higher education must follow the core curriculum of the institution in which they are classified as a degree-seeking student. Accordingly all degree-seeking students at the Health Science Center must meet the core curriculum requirement set forth by the Health Science Center to be considered core complete. Students who complete core curriculum of another institution while enrolled at the Health Science Center as a degree-seeking student are, regardless of their status with the other institution, only considered core complete if their coursework satisfies all core curriculum requirements at the Health Science Center.

If a student’s transcript from another Texas public college or university indicates that the student has completed the institution’s core curriculum, no additional core curriculum requirements will be imposed. An Associate in Applied Science degree does not deem a student core complete. If a student has not completed the core requirements at another Texas institution prior to entering the Health Science Center, the Health Science Center will accept academic credits from another Texas public college or university the core curriculum courses successfully completed, with grades of “C” or better only. The same requirements also apply to out of state students and students who attended a private college or university.

International Applicants
International applicants who have completed all or part of their college-level education at schools outside the United States must:

- Have foreign transcripts evaluated by an approved Foreign Credentialing Agency. Acceptable agencies include current members of National Associate of Credential Evaluation Services (http://www.naces.org/) (NACES). These evaluations should be provided to the Office of the University Registrar (http://students.uthscsa.edu/registrar/).
- Submit scores on the Test of English as a Foreign Language (TOEFL) (http://www.ets.org/toefl/). Required minimum scores on the TOEFL are 550 (paper test) or 68 (Internet). Official copies of TOEFL scores must be submitted to the Office of the University Registrar (http://students.uthscsa.edu/registrar/).

Non-Degree Student Status
An individual who wishes to enroll in courses offered by the School of Health Professions without entering a certificate or degree program must apply for admission as a non-degree seeking student. In general, a non-degree seeking student will have an academic background similar to those ordinarily admitted to Health Professions programs; course prerequisites and minimum grade point averages (GPA) are generally consistent with the published admissions criteria for each program. Permission to enroll as a non-degree seeking student may be granted by the Dean or Associate Dean. Students will be enrolled only if space is available.

Students seeking non-degree status must:

- receive approval for registration each semester by the Dean or Associate Dean and the instructor of each course;
- maintain a minimum grade point average consistent with the department’s established policies for regular students; and
- enroll for no more than 9 semester credit hours during fall or spring semesters or 6 hours during the summer session.

Course grading policies and standards for non-degree seeking students are the same as those for regular students. All grades received as a non-degree seeking student will be included on the student’s transcript and used for computing the cumulative GPA if the student is subsequently admitted to a certificate or degree program. Under special circumstances, such as the computation of the GPA to determine academic probation, the Dean or Associate Dean may grant exceptions to this policy.

Transfer by Advanced Standing
Students who wish to transfer from another health professions program to an equivalent program at the School of Health Professions (example: DPT to DPT, MPAS to MPAS) may be considered on a space-available basis; placement is for highly qualified students from other institutions. Students must be in good standing and eligible for readmission at their current/former school of health professions and have well-founded personal reasons for wishing to transfer. Not all departments accept advanced standing transfer students, so please check with the

Health Science Center will accept academic credits from another Texas
Credit by examination for designated courses. Credit by examination is awarded to students in some Health Professions certificate or degree programs if a student earns a satisfactory score on College Level Examination Program (CLEP) examinations. Credit by examination satisfies degree requirements in the same way as credit earned by passing a course. Credit earned by examination does not jeopardize eligibility for scholarships that require a certain class standing (e.g., junior class).

A student may be eligible for credit by examination by passing the requisite examination according to criteria set by the department. Credit by examination is reported to the Office of the University Registrar by the department upon the student’s successful completion of the specified examination. At the department’s request, the Office of the University Registrar will post the credit earned by examination on the student’s official transcript. Credits earned by examination are not included in the calculation of the student's grade point average.

More information can be found in this Catalog under the Policy on Awarding Academic Credit, Transfers and Substitutions.

**College Level Examination Program (CLEP)**

Course credit for specified general education and elective prerequisites may be accepted without a letter grade in the School of Health Professions certificate and degree programs if a student earns a satisfactory score on College Level Examination Program (CLEP) (https://clep.collegeboard.org/) examinations.

**Conditions and Limitations**

- Applicants and students are responsible for requesting that official CLEP scores be sent by The College Board to the Office of the University Registrar.
- CLEP credit awarded by another institution is acceptable if scores are consistent with the minimum scores. Notation of CLEP credit (CR) on an official transcript from the institution is sufficient documentation.
- CLEP credit cannot be used to establish credit for prerequisite courses for which a grade of F had been recorded.
- CLEP credit will not be recognized for prerequisite courses in which the student received college credit for the same course or its equivalent.
- Credit for CLEP exams used to satisfy requirements for entry into a program will not be listed on the transcript.

More information can be found in this Catalog under the Policy on Awarding Academic Credit, Transfers and Substitutions.
to submit a Request for Accommodation under the American's with Disabilities Act (p. 84) (ADA), to the ADA Compliance Office. Reasonable accommodations will be decided by the department in concurrence with the ADA Compliance Office. For further information, see the University Handbook of Operating Procedures 4.2.3 Request for Accommodations under the ADA and the ADA Amendments Act of 2008 or contact the School of Health Professions Associate Dean for Academic and Student Affairs.

Scholarships
A variety of scholarships are available to students in the School of Health Professions. Some are available to all students in the school and others are available only to students in a specific department. A scholarship application and supporting documentation are required on an annual basis. Information is usually sent out in the spring for scholarships to be awarded for the upcoming academic year. For more information, consult with the Associate Dean for Academic and Student Affairs.

Tuition and Fees
Tuition and fees in the School of Health Professions vary by department and program; please see the department website for specific program costs. In addition to tuition, there are required fees for all students. There are also additional program-specific fees that vary by department and course. There is no on-campus housing at the Health Science Center and program expenses do not reflect day-to-day living expenses. Travel and living expenses for local and out-of-town clinical experiences are not included in program costs. For more information on tuition and fees, contact the Office of the Bursar (http://www.uthscsa.edu/business/bursar/).

School of Health Professions Departments
For the School of Health Professions, allied health professionals are defined as those who are involved in the identification, evaluation, treatment, and prevention of diseases, injuries, and other health-related conditions, while educating the public on prevention, wellness, and self-management for healthful lifestyles.

At the School of Health Professions, educational programs are provided in the following disciplines:

Health Sciences
- Bachelor of Science in Medical Laboratory Sciences
- Master of Science in Medical Laboratory Sciences
- Bachelor of Science in Medical Sciences
- Bachelor of Science in Respiratory Care
- Bachelor of Science in Respiratory Care Degree Advancement Track
- Master of Science in Respiratory Care
- Master of Science in Respiratory Care Degree Advancement Track
- Doctor of Philosophy in Health Sciences

Emergency Health Sciences
- EMT: Basic certificate
- Paramedic Certificate
- Bachelor of Science in Emergency Health Sciences

Occupational Therapy
- Doctor of Occupational Therapy

Physical Therapy
- Doctor of Physical Therapy

Physician Assistant Studies
- Master of Physician Assistant Studies

Communication Sciences and Disorders
- Master of Science in Speech Language Pathology
- Graduate Certificate in Communication Sciences and Disorders/Speech-Language Pathology (CSD Leveling Program) (on-line)

School of Health Professions Policies and Procedures

Policies and Procedures

Academic Advising
Students in Health Professions programs may be assigned a faculty advisor to assist the student's progress through the program. Advisors assist students in solving problems and/or finding alternatives or options. The advisor provides advice and opinions, facts or information, and clarifies policies for the student. Topics that may be addressed through faculty advising include academic issues, professionalism, program policies, study problems, time management, and clinical progress, as well as the advisor's referral to other support systems in the university or community. It is the student's responsibility to meet with his or her advisor when encountering difficulties. In addition, it is highly recommended that students meet with their advisors at least once per academic session to review their progress, address issues and prepare for the upcoming academic session or for graduation. Further information about the department's policies and practices regarding faculty advisors is provided in each department's student manual/handbook.

Admissions
The School of Health Professions strives to ensure the admissions process is fair and unbiased. Review of program applications uses an individualized, holistic review process to consider each program applicant. As part of the admissions review policies and procedures, all applicants will submit an online application by the programs' reported deadlines through the programs' designated application service, where they will report all required and additional information for review. During review, applicants may be evaluated based on multiple performance and experience-based data points; these may include overall GPA, science or prerequisite GPA, standardized test scores such as GRE, pending or completed prerequisite coursework, hours of community service, hours of health care experience, shadowing hours, history of military service, and affiliation with a medically underserved region. Individual admission items, information, or a combination of these will not guarantee an invitation to interview, admission or selection into School of Health Professions' programs.

Information received by University officials regarding individual applicants outside of the formal admissions process or system will not be considered in the admissions review or selection process. Also, any faculty member will recuse themselves from admissions review in its entirety for that cycle for a conflict of interest or perceived conflict of interest.
Advancement, Probation, and Dismissal

Decisions about advancement, probation, suspension and dismissal will be made on the basis of academic performance and professional behaviors. Academic standards for advancement in the certificate or degree program are determined by the faculty of each department. Failure to meet the academic and professional standards may result in probation, suspension or dismissal from the program.

Continuation in a School of Health Professions program is dependent on maintenance of a minimum cumulative grade point average as set by the department. A student whose cumulative GPA falls below the minimum may be subject to academic probation. All decisions concerning probation or dismissal will be based on recommendations from the Student Progress Committee within the department. The faculty and the committee may recommend (1) academic probation; (2) repetition of the course when next offered; (3) suspension with repetition of the course when next offered; (4) repetition of the year or semester; or (5) dismissal.

In health professions education, professionalism is a required academic standard. Students who do not adhere to professional conduct standards may be subject to probation, suspension or dismissal from the certificate or degree program. Other standards and policies may be set forth by the faculty as described in their course syllabi or program handbook. Professional behavior and ethics standards from professional organizations may also be applied.

Students may be dismissed, suspended, or refused readmission at any time if circumstances of a legal, moral, health, social, or academic nature are considered to justify such action.

Grades

The standing of students in their work is expressed by the following grades:

A = Excellent
B = Above Average
C = Average *
D = Below Average (Note: some departments do not recognize a D grade; see individual departments for information regarding grading structure.)
F = Failure

* some programs designate a grade of "C" as below average

Grades for courses in which performance is graded an S (Satisfactory) or U (Unsatisfactory) are not used in computing the grade point average.

The grade point average is calculated using the following grade points:

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

In some programs, students have the option of seeking exemption from certain courses in the curriculum if they have successfully completed an equivalent course in the curriculum at another college or university or demonstrated mastery of the course content via an appropriate content or practicum examination. The grade of CR (Credit) is recorded for a course(s) for which the student has been exempted. A minimum of 25% of the baccalaureate coursework and a minimum of 33% of graduate coursework must be taken at the Health Science Center to receive a degree from the institution.

Advanced Standing

Individuals may have acquired academic credit in allied health professional courses from other accredited programs, schools and universities. Some individuals may acquire knowledge through experience and on-the-job training. When such persons apply for admission into the School of Health Professions, an attempt is made to grant academic credit for equivalent educational courses, equivalent knowledge acquired from experience and/or successful completion of appropriate board certifying agency examinations.

All students graduating from the programs within the School of Health Professions must meet the same standards for graduation; the awarding of advanced standing does not signify a lesser quality education than that offered through regular course work. Rather, it is a method to provide credit to the student for those areas of the curriculum in which the student has already achieved the required knowledge, skills and competencies. Programs have identified the competencies that graduates must achieve in order to provide safe, high quality patient care and related services. Documentation of achievement of these competencies is required for program completion for all students.

Program specific policies and procedures have been developed to ensure that those individuals who receive advanced standing have achieved the requisite competencies and that the process adheres to University, School and Departmental policies.

DEFINITION

Advanced standing is defined as a special and individually determined status granted to a student in a formal educational setting, who has already gained through other sources or through non-academic experiences, the knowledge, skills and professional attributes required by his or her professional program. Advanced standing may be granted by transfer credit and/or equivalency examinations for specific course work.

Grades in Clinical Rotations, Practicums, and Fieldwork Courses

Clinical Rotations, Practicums, and Fieldwork Courses may be graded S (Satisfactory) or U (Unsatisfactory), or may be assigned a letter grade, depending on the Departmental policy. A grade of S or other designation of an acceptable grade is assigned if the student successfully satisfies the criteria for clinical courses. Failure to satisfy the course criteria successfully may result in an I (Incomplete) or a U (Unsatisfactory) or a letter grade considered unsatisfactory based on departmental policy.

Criteria and time frame for removal of an I or U or other unsatisfactory grade in clinical courses are determined based on clinical documentation and consultation with the clinical supervisor/clinical instructor. Any unsatisfactory grade may require that the student complete an additional clinical affiliation rotation or other remediation that could extend the professional curriculum beyond the expected graduation date.

Incompletes

A grade of I (Incomplete) may be assigned when a student has not satisfactorily completed all course requirements by the conclusion of the course due to non-academic reasons such as illness, family emergency, or other non-academic matters. Unless the student has been granted a Leave of Absence, all incomplete work must be completed within one year, at which time the grade will be changed to the appropriate
letter grade. When an I is issued pending a grade in a course that is a prerequisite for another course, the I must be removed before the student is allowed to enroll in the next sequential course.

**Dropping or Adding Courses**

Students may add or drop courses prior to the official census date. The census date varies by program and semester so students must refer to their specific academic calendar. If a student drops one or more classes (but not all classes) before the Census Date, a grade will not be assigned; however, if a student drops all classes a grade of W will be assigned for all courses. When a student withdraws after the first class day, a grade of W will be assigned for all courses.

Any courses that are approved to be added or dropped outside of the official web registration dates must be documented on a completed and signed Add/Drop form.

Students adding or dropping a course may be subject to additional tuition and fees or may be eligible for a refund.

A student may drop a course and receive a grade of W (Withdraw) on his/her transcript if an official Add/Drop form is signed and processed after the census date and before the final course exam or, if there is no final course exam, before the final class meeting for the course.

A student can be administratively dropped from a course when the course instructor makes that recommendation to the Department Chair and can show circumstances warrant such action. If approved by the Department Chair, a grade of W will be assigned.

It is the student’s responsibility to drop a course by the appropriate deadline. If a student fails to drop a course, even if the student does not attend the course, he/she may receive a grade of “F” in the class or the grade earned up the point of nonattendance. Faculty and staff will not drop a student from a course automatically for nonattendance; the student must initiate the process and complete any necessary steps to ensure that the class is dropped.

Students who wish to drop all classes after the semester begins should refer to the Withdrawal from Program/University found below.

**Withdrawal from Program/University**

Special circumstances may require a student to voluntarily withdraw from a program. A student may withdraw from a program (drop all courses for which they are enrolled during a specific semester) and receive a grade of W (Withdraw) on his/her transcript if the withdrawal is completed before the final course exam or, if there is no final course exam, before the final class meeting for the course. Withdrawal requests must be approved by the Department Chair.

Student who wish to withdraw from a program must meet with their faculty advisor and the Department Chair, fill out the withdrawal form and obtain all required signatures.

Any student who does not remain continuously registered and who has not obtained an official leave of absence or registered in absentia for the period of non-attendance may be deemed to have voluntarily withdrawn from a program and surrenders his/her right of matriculation. Re-enrollment following program withdrawal requires the student reapply through regular admissions procedures.

**Dean’s Honor List**

Students in certificate or bachelor’s degree programs in the School of Health Professions with a grade point average (GPA) of 3.5 or greater for an academic semester or session may qualify for inclusion on the Dean’s Honor List. In addition to the minimum GPA, Dean’s Honor students must complete at least 9 semester credit hours during a regular semester or 5 semester credit hours during a summer session.

**Graduation with Honors**

Honors designations are awarded to students graduating from the baccalaureate programs based upon the following scale:

- Cum Laude
- Magna Cum Laude
- Summa Cum Laude

**Distinction in Research**

The distinction acknowledges students who demonstrate a dedicated commitment to enriching their education with independent research while maintaining high academic standards during school. Applications are due January 31 of the first year of the students academic program (MLS, OT, PA, PT, RC, SLP). Applicants will receive notification of their application by March 1. The distinction is awarded upon graduation from the program.

Requirements include:

- Maintain minimum GPA of 3.5 throughout program (if fall below 3.5 then allowed one probationary semester)
- Mentor must be a UTHSCSA faculty member
- Only one student accepted per SHP program
- Attendance at SHP research lunch and learns and the SHP research retreat (begins after acceptance in the program and continues until December research retreat). Faculty mentor will also have to attend
- Abstract submission and acceptance to conference (state, national or international)
- Present research overview at the SHP Distinction Committee meeting prior to symposium
- Present research at Distinction in Research lunch time symposium in Spring of graduation year

**TeamSTEPPS**

TeamSTEPPS is an evidence-based set of teamwork tools, aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals. First year students will be required to take this course during the first year of their program.

The program will be led by SHP faculty member(s) who are certificated as Master TeamSTEPPS trainers.

- Module 1 – Introduction
- Module 2 – Team Structure
- Module 3 – Communication
- Module 4 – Situation Monitoring
Professional Conduct

Professionalism relates to the intellectual, ethical, behavioral, and attitudinal attributes necessary to perform as a health care provider. Students are expected to:

- Demonstrate sound judgment commensurate with the level of training and experience.
- Serve all patients without discrimination.
- Recognize and respect the role and competencies of other professionals and cooperate with them to provide effective health care.
- Exhibit concern primarily for the patient's welfare rather than for a grade.
- Exhibit an attitude of respect, concern, and cooperativeness toward peers, staff, and faculty.
- Hold in confidence the details of professional services rendered and the confidences of any patient.
- Achieve the highest degree of honesty and integrity by communicating and behaving in an honest, ethical manner.
- Practice the highest standards of academic integrity and promptly report breaches of academic integrity or ethical misconduct by others.
- Accept responsibility for own work and results; demonstrate willingness to accept suggestions or improvement.
- Maintain physical, mental, and emotional composure in all situations.
- Abide by the regulations and policies of the program and clinical training sites.
- Practice appropriate personal grooming and hygiene.
- Practice appropriate safety and aseptic techniques.
- Provide the patient with relevant information to enable the patient to participate in making decisions regarding her/his condition, prognosis, and treatment options.
- Refuse to participate in or conceal any unlawful, incompetent, or unethical practice.

Professional Attire

Students in the School of Health Professions programs must dress at all times in a manner consistent with a professional image while on campus and at practicum sites. Appropriate attire for clinical rotations, practicums, or other clinical/educational settings will vary, depending upon department requirements, facility environments, local customs and expectations. It is the student's responsibility to inquire about dress expectations and to comply with them.

Professional Characteristics and Demeanor

Health Professions students are regarded as professional persons and are expected to conduct themselves in a professional manner. Professionalism relates to the intellectual, ethical, and behavioral attributes necessary to perform as a health care provider. Students are expected to perform at a professional level when interacting with other students, faculty, staff, health care professionals, patients and their families, and the general public when representing the institution at clinical sites and community activities. A breach of professional conduct may be considered grounds for disciplinary action or dismissal from the program.

HIPAA and Patient Privacy

Health Science Center students have a legal and ethical responsibility to safeguard the privacy of all patients and protect confidentiality and security of all health information. Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format — verbal, fax, written or electronic. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy is considered unprofessional conduct and may result in disciplinary action, up to and including dismissal.

The laboratory component of some courses may use students as simulated patients. Practicing the medical history and physical examination may place students in close contact with their peers and lead to the sharing of personal information and physical findings. Similarly, students may use personal experiences in patient role-playing exercises. All shared and personal medical information and physical examination findings are to be treated with utmost confidentiality. Failure to protect the confidentiality of any information related to the activities in a course or clinical rotation may result in disciplinary action, up to and including suspension or dismissal.

Academic Integrity

Students in the School of Health Professions are expected to be above reproach in all professional and academic activities. Policies on academic dishonesty and integrity will be strictly enforced; students who fail to conform to standards of academic integrity and scholastic honesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on examinations or assignments, plagiarism, falsifying data or results, presenting another person’s work as one’s own without giving proper credit or citation, knowingly recording information in the medical record which is incorrect or inaccurate or providing inaccurate or misleading information in writing or orally to instructors, preceptors, or medical personnel caring for patients. Violations of academic integrity standards may result in severe penalties including probation, suspension or dismissal from the university. Academic dishonesty is a form of unprofessional conduct and as such, allegations of academic dishonesty will be reviewed by the departmental Student Progress Committee. Any student found to be cheating on an examination may receive a “0” for the examination and will be subject to formal disciplinary action, which may include probation, suspension or dismissal from the program. Failure to report incidents involving academic dishonesty on the part of another student will be considered unprofessional conduct and may also result in disciplinary action. To avoid charges of academic dishonesty, consult with the department chair or faculty member about expectations. Procedures for dealing with charges of academic dishonesty or cheating are described below (see Unprofessional Conduct).

Unprofessional Conduct

Students are expected to demonstrate appropriate professional characteristics and behaviors in all activities related to their training and education. Examples of critical errors in professional conduct and judgment include, but are not limited to: (1) Failure to place the patient’s safety and welfare as first priority; (2) Failure to maintain physical, mental and emotional composure; (3) Consistent ineffective/inefficient use of time; (4) Failure to be honest with patients, faculty and colleagues; (5) Critical errors in judgment which may place patients or others at risk; (6)
Scholastic dishonesty in any form; (7) Failure to maintain patient privacy and confidentiality; (8) Failure to serve all patients without discrimination; (9) Failure to abide by regulations and policies set forth by the university, program, and its clinical and organizational affiliates.

Procedure for Unprofessional Conduct
In general, for issues that are not satisfactorily resolved between the instructor or preceptor and student, the following guidelines should be followed for unprofessional conduct:

Step 1. The student will have been identified as violating an established standard of professional conduct, judgment or ethical behavior, and the department chair or program director will have been notified.

Step 2. The department chair or program director will meet with the individual(s) making the allegation and the student's faculty advisor to review the available information and determine the veracity of the allegations.

Step 3. The department chair, student and faculty advisor, whenever possible, will meet as promptly as possible after the alleged incident. The department chair will report to the student the facts and available information and will seek to authenticate or clarify the allegations where possible. If it is determined that there is no basis for the allegation, no further action will be taken.

Step 4. If it is determined that there is a basis for the allegation and that further investigation is necessary, a preliminary hearing of the departmental Student Progress Committee will be convened to review the allegations and recommend a course of action. The department chair will inform the student and the Dean in writing of the preliminary hearing and the following: a) Date b) Name of student c) Nature of the allegations d) Date of alleged incident/occurrence e) Behaviors or attributes that allegedly violate standards: skill, behavior, judgment, ethical values, or unprofessional conduct. For additional information regarding professional conduct, see the current departmental student handbook.

Incidents in the Clinical Agency
Any incident affecting patients' or staff's well-being or the patient's prescribed care will be reported to the clinical instructor or preceptor immediately. An institutional incident report will then be completed following the policy of the health care institution or hospital in which the incident occurred. A duplicate of the hospital incident report will be requested. A memorandum of explanation from the clinical instructor or preceptor will be placed in the student's clinical file and the department chair, program director or clinical director will be notified immediately. Incidents involving gross errors in judgment or practice on the part of the student will constitute grounds for probation, suspension or dismissal from the program.

Drugs and Alcohol
The goals of the School of Health Professions are to provide the highest quality education, research, health care, and service. To achieve these goals students must be able to fulfill their respective roles without impairment produced by intoxication or addiction to alcohol or other drugs. The unauthorized purchase, manufacture, distribution, possession, sale, storage, or use of alcohol, illegal drugs or controlled substances by students while attending classes, or while on Health Science Center property (or any property affiliated with the Health Science Center including clinical affiliates), or sites used to provide community service, will be considered unprofessional conduct which may result in academic probation, suspension or dismissal. A controlled substance is any substance so defined by federal or state statute or regulation.

School of Health Professions students may not report for their clinical assignments and/or classes impaired by the use of alcohol or controlled substances. Such impairment will be considered unprofessional conduct and may result in academic probation, suspension or dismissal.

In cases where impairment is suggested, the student's instructor or preceptor shall dismiss the student from the class and/or clinical training site, assist the student in obtaining safe transport home or to a medical facility (if indicated) and notify the program director, department chair and associate dean of academic and student affairs for follow-up action.

Consumption of alcoholic beverages on Health Science Center property is permissible only by prior written Presidential approval for specific events as described in the Handbook of Operating Procedures (see Section 8.2.3).

Nothing in this policy will preclude the medical or research use of alcohol or controlled substances. It is the underlying philosophy of the School of Health Professions that addiction to alcohol and/or other drugs represents a disease state, and treatment of such problems is a legitimate part of medical practice. Students with an addiction to drugs or alcohol are encouraged to seek help through the Student Health Center or their personal health care provider. Students who seek help through the Student Health Center will not be punished for seeking such help. However, appropriate disciplinary procedures linked to performance criteria are not precluded.

Hospitals and other health care facilities often have policies requiring drug testing for employees, students, and volunteers. Some facilities provide that students who test positive for drugs are ineligible to complete clinical, practicum or work assignments in that facility. Students should be prepared to comply with the policies and procedures at any assigned facility and may not request facility assignments in an effort to avoid drug screening requirements. Students who fail to report for clinical or practicum assignments or who are terminated from rotations because they violate the drug testing or drug use policies of the facilities will be subject to disciplinary action which may include dismissal from the program.

Student Professional and Community Service Requirements
Participation in service activities is an important attribute of the health science professional. A hallmark of outstanding students and alumni is the desire and ability to make meaningful service contributions. Community service activities may include volunteer activities (health fairs and clinics, health education, provision of health services to at risk or disadvantaged populations and other outreach education or clinical activities) and service on community boards, committees, work groups and other service activities that promote the health and well-being of the community and its members. Professional service may include participation in the provision of state, national or international activities to advance the quality, access and effectiveness of health care services provided by allied health professionals. Achievement of the School of Health Professions Excellence in Community and Professional Service Goal is demonstrated in part through: (1) Student and faculty participation in community service activities; (2) Student satisfaction with and appreciation for community service; (3) Students and faculty who provide leadership and support to professional associations, boards
and committees; (4) Provision of community and professional continuing education to local, national and international audiences.

In order to support achievement of these service excellence goals and objectives, the School of Health Professions has developed a professional and community service recommendation for students as a part of their academic programs. As a requirement for program completion, each academic degree granting program may establish a minimum service requirement for each student enrolled in the program. Examples of activities that may be used to meet this requirement include participation in community health fairs; community health screening and/or health services; provision of community health education; participation in approved professional service and/or continuing education activities; and assistance with the delivery of seminars, lectures, workshops and related community or professional continuing education activities. This program requirement may be required for satisfactory course completion for at least one course in the student’s prescribed course of studies. As an alternative, the requirement may be listed as a graduation requirement for the program in the catalog or program handbook.

**Student Academic Appeal and Grievance Procedures**

The Health Science Center School of Health Professions student appeal and grievance procedures provide a mechanism whereby any student may obtain a review of a complaint of unfair treatment. The student appeals procedures should not be used to question a rule, procedure or policy established by an authorized faculty or administrative body. Rather it may be used to provide due process for those who believe that a rule, procedure or policy has been applied in an unfair or inequitable manner, or that there has been unfair or improper treatment by a person or persons. Students who are appealing an academic decision that could result in a dismissal from the university may be allowed to continue to progress in the program until the issue is resolved. If the academic decision is upheld and the student is dismissed from the university they will be withdrawn from their current classes. The withdrawal will be dated effective upon denial of the appeal.

A student wishing to appeal an academic decision should follow the process summarized below, in the sequence indicated.

**Step 1.** In the academic community, the responsibility for course development, course delivery, and the assessment of student achievement rests primarily with the course instructor. Any student who has a complaint of inappropriate treatment related to a course should first seek to resolve it informally with the course instructor. If the course instructor is the department chairperson, or if the complaint does not pertain to a specific course, the student should seek resolution with the department chairperson at the outset. Furthermore, complaints or appeals regarding decisions made by the student progress committee of the department would initially go to the department chairperson.

a. A student with such a complaint must request reconsideration, in writing, of the application of a rule, procedure, or policy or unfair or improper treatment within five (5) working days following the incident that forms the basis for the complaint (e.g., five days after grades are posted).

b. The instructor will meet with the student (or speak with the student via telephone for those students who are unable to come to the instructor's office). The instructor will notify the student in writing of his/her decision regarding the complaint. As noted above, complaints not related to a specific course or instructor should be directed initially to the department chairperson, who will then meet with the student. In such cases, the department chairperson will notify the student in writing of his/her decision regarding the complaint.

**Step 2.** If resolution is not achieved informally, as described in Step 1, the student should seek resolution with the chairperson of the department in which the course is offered within five (5) working days following notification by the instructor of his/her decision.

a. The chairperson will meet with the student (or speak with the student for those students unable to come to the chairperson's office) following receipt of the student's request for resolution to discuss the problem or complaint.

b. The chairperson will notify the student of his/her decision in writing following the meeting or discussion.

c. As noted above, (see Step 1), if the complaint does not pertain to a specific course or relates to a decision made by the Student Progress Committee, the student should seek resolution with the department chairperson at the outset.

**Step 3.** If the issue was not resolved in Step 2 the student may submit a written appeal, describing the nature of the complaint and reasons for seeking an appeal to the Student Progress Committee of the department within five (5) working days following notification by the department chairperson of his/her decision. This would include complaints or appeals regarding decisions originally made by the Student Progress Committee.

a. The student may appear before the committee in person, make an oral statement and answer questions from the committee. The student will not be allowed to be present during committee deliberations.

b. The committee may request that the course instructor or faculty member named in the grievance appear before the committee to make an oral statement and answer questions. The instructor or faculty member named in the grievance may not be present during committee deliberations.

c. Following review of information provided, the committee will notify the student of its decision.

**Step 4.** If the issue was not resolved to the student's satisfaction in Step 3 the student may submit a written request seeking a hearing to the Dean within five (5) working days of receiving the department progress and promotion committee decision. The written request should include a description of the complaint and the reason the student is seeking an appeal.

a. The Dean or his/her designee ¹ will meet with the student following receipt of the written request.

b. Following the meeting with the student, the Dean may render a decision, or choose to appoint a panel to investigate the grievance and make a recommendation to the Dean.

c. Following review of the information provided and any recommendations from the panel (should one be appointed), the Dean will then notify the student of his/her decision. The decision of the Dean is final and may not be appealed.

¹The dean may delegate authority to complete this step of the appeals process to the Associate Dean for Academic and Student Affairs.
Clinical Policies and Procedures

Clinical Hours

Students may be expected to travel outside of San Antonio to complete clinical rotations required for graduation. Students are responsible for travel to and from any clinical sites at their own expense.

Although all efforts are made to schedule clinical rotations well in advance, there may be times when the clinical site is changed with little notice due to challenges outside of our control. Students will be required to modify previously scheduled clinical rotations if unexpected changes occur.

Attendance

Because of the nature and complexity of the health professions programs, students are expected to attend every class, laboratory, conference, demonstration, meeting, clinical assignment, and other assigned activities included as a component of the curriculum. The once-a-year offering of most courses and step-by-step format of the curriculum allow minimal or no opportunity for make-up sessions. Attendance requirements for classes, laboratories, and clinic are the option and prerogative of the course instructor and specific program. The policy regarding attendance is outlined in each course syllabus and may be found in the department’s student manual/handbook; policies are generally reviewed by the course instructor at the first class meeting.

Excused absences may be granted by the course director, program director, or department chair in cases of illness or personal emergency (e.g., extended hospitalization, death in the family). Excused absences are considered on an individual basis and verification of the reason for the absence may be required. Unexcused absences may be considered sufficient cause for course failure. Prolonged absences for any reason may not be remediable. The faculty is not required to provide make-up or additional sessions for classes missed by students, regardless of the reason for the absence. Students are responsible for all material presented when they are absent and are responsible for arranging with the course director to make up missed work, if allowed.

Attendance is a professional attribute that the faculty expects every student to demonstrate. Repeated or multiple absences, unexcused absences, and tardiness will be considered unprofessional conduct and may result in faculty review and penalties, including probation, suspension or dismissal from the program. Course grading requirements may include participation and any absence is considered non-participation. The ability of the graduating health professions student is dependent on the sum of her or his experiences during the educational and training period.

Leave of Absence

Under unusual circumstances, such as prolonged illness or injury, a student may request a leave of absence from a certificate or degree program. The request must be made in writing to the Department Chair. On recommendation from the department’s faculty or Student Progress Committee, the Department Chair may grant a leave of absence for a period not to exceed one year. If a student is granted a leave of absence before the end of the academic term, a grade of "I" (Incomplete) may be recorded for each course that has not been completed. The student will be required to complete these courses under conditions prescribed by the faculty or the Student Progress Committee. Specific procedures for requesting a leave of absence may be established by each department within the above guidelines.

Withdrawal from a Certificate or Degree Program

Permission for withdrawal from a certificate or degree program in the School of Health Professions may be granted by the Dean or Associate Dean with the concurrence of the faculty. The student who wishes to withdraw must complete the Student Clearance e-Form (see withdrawal procedures [http://students.uthscsa.edu/registrar/] on the Office of the University Registrar Web site), submit the e-form for the required signatures, and obtain authorized signature clearance from each area listed on the lower portion of the form.

Before leaving the program, the student should arrange for an exit interview with the Associate Dean for Academic and Student Affairs. An additional exit interview is also required for students who are receiving financial aid.

In the case of withdrawal before the end of the academic semester or session, a grade of "W" will be recorded for each course not completed. In the case of withdrawal at the end of the academic semester or session, the appropriate grade will be recorded for each completed course.

Readmission

An application for readmission by a student who has previously withdrawn or has been dismissed from a certificate or degree program is subject to certain requirements, procedures, and readmission considerations. Although the university is under no obligation to readmit any student who has withdrawn or been dismissed, a student may seek reentry for further study by petitioning for readmission. Students who have been granted a leave of absence are eligible to return to their program as stipulated in their approved leave of absence. Students who have withdrawn and have not been granted a leave of absence or those who have been dismissed from a program are eligible for readmission consideration as described below.

Students who wish to petition for readmission should submit to the Chair/Program Director a written request to return to the program at least three months prior to the semester in which they wish to reenter. The written request to return should include a self-analysis of the reasons for withdrawal or dismissal, an indication of how the student spent the interim time, steps the student may have taken for remediation, and why the student will be successful when readmitted. Upon receipt of the request, the Chair/Program Director will appoint a committee of the faculty to consider the request. The committee will make a recommendation to the Chair/Program Director and Associate Dean for Academic and Student Affairs who will make the decision regarding whether an individual may return to the program. The Chair/Program Director will outline the conditions of return and notify the student of the decision and conditions for return.

The recommendation will be based on, but not limited to the following criteria:

a. The student’s academic history

b. Consideration of any special circumstances unique to the student that may have generated the withdrawal.
c. Consideration of any remedial steps or professional activities the student may have taken since his or her withdrawal.

d. Availability of space within the program to accommodate a returning student.

Students approved for readmission will be subject to the tuition, fees, and other program and graduation requirements as described in the university catalog and student program handbook in effect at the time of readmission. Readmission may be contingent on the student’s completion of specific additional activities, such as repeating specified coursework, remedial course work, returning on academic probationary status and (in certain cases) re-taking the entire curriculum. Requirements for return will be stated in the readmission letter provided to the student by the Chair/Program Director. Should the repeat of specific courses be required, these courses will be retaken during the semester in which they are normally offered. Students who are readmitted must meet all program standards of progress to include obtaining a satisfactory grade (as defined by the program) for any courses which must be repeated. Additional return conditions may be required based on specific program policies and procedures.

A student whose petition for reentry is denied may formally reapply to the professional program through the regular program application process; reapplication does not assure acceptance in any subsequent year.

Communication Sciences and Disorders

The Communications Sciences and Disorders (CSD) Department provides academic and professional education for entry-level clinical practice of speech-language pathologists to acquire knowledge and skills in both normal and abnormal speech, language, cognition, swallowing, and hearing.

The CSD Department offers a Master of Science degree in Speech-Language Pathology, which was awarded candidacy accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. This is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years. This accreditation allows the program to matriculate and graduate students who, upon successful completion of the program, will meet all requirements for national certification and state licensure as Speech-Language Pathologists. For further information about the accreditation process contact:

The Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
Phone: (800) 498-2071
Email: accreditation@asha.org
Website: https://caa.asha.org/

Admission Requirements

The admission requirements for the MS-SLP degree program align with the general requirements of UTHSCSA for graduate education. All required application information, including official transcripts from all institutions attended, must be submitted for an applicant to be considered by the MS-SLP program Admissions Committee. Specifically, the following prerequisites must be met:

- A baccalaureate degree from an accredited institution in the United States
- Required pre-requisite coursework of basic human communication include:
  - Introduction to audiology
  - Phonetics and normal articulation
  - Normal language development
  - Anatomy and physiology of speech and hearing
  - Speech and hearing science
- Required pre-requisite coursework of basic science include one course each in behavioral/social sciences, biological sciences, physical sciences (physics or chemistry), and statistics. Students are allowed to co-enroll up to two basic science courses with the exception of statistics while working to complete graduate study

Master of Science in Speech Language Pathology

Speech-language pathologists (SLPs) are licensed professionals who work to assess, diagnose, treat, and help prevent speech, voice, language, cognitive-linguistic, and swallowing disorders across the age-span.

The Master of Science in Speech-Language Pathology (MS-SLP) degree program (https://uthscsa.edu/shp) is a two-year (5 semesters) full-time residential graduate study grounded on the integration of academic coursework with clinical experience. Having the program embedded in the School of Health Professions enables this program to have its emphasis on medical speech-language pathology. Coursework is particularly designed and sequenced to provide students with the scientific and professional education for work as speech-language pathologists in diverse medical settings. The program is unique in its curricular specification and application of knowledge within a community-based clinical education framework. Training in a health science campus environment with direct access and constant exposure to the medical community provides graduates with medically-based training to serve children and adults with health care and educational needs.

Graduates of the MS-SLP degree program will be eligible to apply for ASHA’s Certificate of Conical Competence (CCC) and compete effectively for entry-level positions in speech-language pathology, particularly in medical settings. The graduates of the MS-SLP program will be prepared to become productive in complex clinical settings such as acute or rehabilitation hospitals for adult patients or institutions where children with medical challenges are integrated into school settings.

The MS-SLP program is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years. This accreditation allows the program to matriculate and graduate students who, upon successful completion of the program, will meet all requirements for national certification and state licensure as Speech-Language Pathologists. For further information about the accreditation process contact:

The Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
Phone: (800) 498-2071
Email: accreditation@asha.org
Website: https://caa.asha.org/
requirements. Students must have all requirements completed no later than the end of their fourth semester in the master's program.

- Minimal grade point average (GPA): An overall GPA of 3.0
- Competitive scores on GRE tests up to five years old (no pre-determined minimum score requirement). GRE code for CSDCAS is 2156.
- Letters of recommendation: Three letters of recommendation are required attesting to the applicant’s readiness for graduate level studies.

**Application Process**

Applicants will submit online applications through the Communication Sciences and Disorders Centralized Application Service (CSDCAS) provided by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD). CSDCAS is a state-of-the-art, web-based application system that offers applicants a convenient way to apply to any number of participating clinical education programs in the speech-language pathology concentration by completing a single application. It provides a streamlined and user-friendly approach to the application process; it provides faculty with one web-based recommendation protocol; and it provides the MS-SLP program maximum exposure to the applicants anywhere in the country. The CSDCAS operational cycle is from September of year 1–April of year 2 (e.g., September 2016–April 2017).

**Degree Requirements**

The Master of Science in Speech-Language Pathology curriculum consists of 66 semester credit hours taken over 2 years (5 semesters) of study. Students will be required to complete a minimum of 400 supervised clinical hours obtained from culturally diverse settings to be eligible to apply for ASHA’s Certificate of Conclusive Competence (CCC).

**Sample Plan of Study**

The Student Progress Committee of the MS-SLP degree program will ensure that the following schedule is followed by MS-SLP students to make appropriate progress towards their degree. The Student Progress Committee will grant exceptions from this schedule only under extenuating circumstances.

All students in the MS-SLP program must complete the following course of study:

**First Year**

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLP 5000</td>
<td>Neurological Bases of Speech, Hearing and Language</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5001</td>
<td>Social Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5002</td>
<td>Speech Sound Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5003</td>
<td>Audiological Service Delivery in Speech-Language Pathology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MSLP 5004</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5005</td>
<td>Clinical Methods in Speech-Language Pathology 1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLP 5006</td>
<td>Aphasia and Related Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5007</td>
<td>Motor Speech Disorders</td>
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</table>

**Total Credit Hours:** 66.0

**Second Year**

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLP 5008</td>
<td>Language Disorders in Children: Preschool and School Age</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5009</td>
<td>Dysphagia in Adults and Children</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5010</td>
<td>Clinical Methods in Speech-Language Pathology 2</td>
<td>2</td>
</tr>
<tr>
<td>MSLP 5011</td>
<td>Evidence-Based Practice, Professional Issues, and Ethics</td>
<td>2</td>
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</table>

**Summer**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MSLP 5012</td>
<td>Cognition and Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5013</td>
<td>Voice and Resonance Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5014</td>
<td>Fluency Disorders: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 5015</td>
<td>Speech-Language Pathology Practicum 1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Second Year**

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLP 6000</td>
<td>Augmentative and Alternative Communication</td>
<td>2</td>
</tr>
<tr>
<td>MSLP 6001</td>
<td>Cultural and Linguistic Diversity</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 6002</td>
<td>Head Neck Cancer, Tracheostomy, and Mechanical Ventilation</td>
<td>3</td>
</tr>
<tr>
<td>MSLP 6003</td>
<td>Applied Topics in Communication Disorders and Sciences</td>
<td>2</td>
</tr>
<tr>
<td>MSLP 6004</td>
<td>Speech-Language Pathology Practicum 2</td>
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</tr>
<tr>
<td>MSLP 6005</td>
<td>Speech-Language Pathology Advanced Practicum</td>
<td>8</td>
</tr>
</tbody>
</table>

**Objectives/Program Outcomes**

The MS-SLP curriculum will achieve three main objectives: 1) to educate and train a diverse student body to become critical thinkers and research-driven clinicians who apply the best practices in the health care setting; 2) to prepare students to serve as strong future leaders in their communities through faculty-guided clinical practica and community outreach activities; and 3) to foster opportunities for student scholarships, and prepare graduates to be competitive candidates for advanced training programs (e.g., Ph.D.) in order to help address the national faculty shortage dilemma.

For future program improvement, program outcomes will be evaluated based on several benchmarks. First, the passing scores on the first trial of the ASHA Praxis examination will be tracked. The Praxis examination in speech-language pathology assesses the beginning practitioners’ understanding of essential content and current practices. The examination is also required for the state credentialing and ASHA certification. Second, data pertaining to educational pursuits (e.g., Ph.D.), career opportunities (hiring rates), and the type of employment (e.g., medical setting or public school) will be collected and analyzed.

Third, feedback obtained from a variety of sources will be elicited to assess students’ learning experience and readiness for employment. The sources of feedback may include, but are not limited to: exit surveys of graduating students, interviews of students’ clinical supervisors in the community, online surveys of past alumni, and communication with graduates’ employers. Periodic contact through the School of Health Professions Director of Development will allow data collection of program satisfaction and readiness for employment via short surveys.
Program Policies

Code of Ethics and Standards of Practice

Ethical code establishes professional expectations for our scientific and clinical practice based on the principles of duty, accountability, fairness, and responsibility. It is intended to ensure the welfare of the consumer and protect the reputation and integrity of the professions. Speech-language Pathologists are expected to abide by the code of ethics and standard of practice adopted by the profession (ASHA Code of Ethics, 2016; ASHA Preferred Practice Patterns for the Profession of Speech-Language Pathology, 2004). The Communication Sciences and Disorders (CSD) Department adheres to this ethical code and standards of practice and expects students' behaviors to be consistent with these principles.

Clinical Practicum

Clinical practicum is an integral part of the educational process for becoming a speech-language pathologist. Students will develop clinical skills through observation and experiential learning during clinical practicum rotations and apply their understanding of theory and techniques through extended, supervised experience.

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) requires students to complete a minimum of 400 supervised clinical practicum hours, including 25 in guided observation, and 325 of which must be attained at the graduate level. Students are expected to have sufficient breadth and depth of opportunities to obtain various clinical education experiences in different work settings with diverse populations in order to acquire and demonstrate adequate skills to enter professional practice.

Students can complete clinical practicum only at assigned facilities. Clinical practicum rotations may occur outside of the UT Health campus at affiliated clinical institutions/sites; most external practicum sites are located in Texas. The CSD Department maintains contractual agreements with approved clinical sites, which have been carefully selected to assure compatibility with the department philosophy, objectives, and curriculum design. The Clinical Education Director maintains contact with the external clinical practicum sites and communicates with on-site supervisors to include providing the rubrics to assess students’ clinical competence. In general, evaluation is based on the student’s performance, judgment, and professionalism as measured by the on-site supervisor using the given rubrics.

Although students are given an opportunity to express their preferences for the location of external placements, the CSD Department cannot grant assurances that students will be placed based on their choices. Students may be assigned a placement based on availability or other factors to ensure degree completion; placements usually are reserved many months in advance of a scheduled practicum experience.

Students are expected to comply with the clinical facilities’ policies and procedures - such as on-boarding processes requiring a background check and drug screen - and must submit all required assignments, evaluations, and other documentation in a timely fashion.

Program Costs

In addition to required tuition and fees, there are costs for textbooks and supplies. Students may also incur travel expenses during external clinical practicum. In some cases, the last-semester, full-time clinical practicum experiences may require students to reside outside of San Antonio for the entire duration of the clinical practicum. Practicum expenses are the student’s responsibility and will vary depending on the costs for travel and, when necessary, temporary housing and maintenance of local accommodations.

Other Program Requirements

To be eligible for graduation, students must meet all academic degree requirements and successfully complete interprofessional education activities that are required by the school.

Graduate Certificate in Communication Sciences

The Graduate Certificate in Communication Sciences and Disorders/Speech-Language Pathology (CSD Leveling Program) is offered through the Department of Communication Sciences and Disorders within the School of Health Professions at UT Health San Antonio.

Speech-language pathologists (SLPs) are licensed professionals who work to assess, diagnose, treat, and help prevent speech, voice, language, cognitive-linguistic, and swallowing disorders across the age-span. Application eligibility to SLP graduate programs is limited to individuals who have completed an undergraduate degree in CSD and/or all required prerequisite course work. The Graduate Certificate program is specifically designed to provide prerequisite course work for students who have a non-CSD baccalaureate degree and have not completed required CSD prerequisites.

The Graduate Certificate program consists of 5 courses for a total of 15 semester credit hours. All courses are offered 100% online unless otherwise advised well in advance. Course instruction covers anatomy and physiology, phonetics and normal articulation, normal language development, speech and hearing science, and audiology. Successful completion of the program requirements prepares a student to meet the ASHA certification requirements in preparatory work toward admission to the master’s SLP program.

Interested applicants should consult the department website for the most current modifications to these requirements and deadlines. Current admission requirements include:

1. Bachelor’s degree from a regionally accredited college or university in a major other than Communication Sciences and Disorders
2. Overall grade point average (GPA) ≥ 3.0 on a 4.0 scale
3. Students applying to online programs who reside outside of Texas must live in a participating National Council for State Authorization Reciprocity Agreements (NC-SARA) state to be accepted into our program. To see if your state participates and get more information, visit the NC-SARA website (https://nc-sara.org/).

The graduate certificate program consists of five courses (15 semester credit hours). Students must satisfactorily complete all required course work with a grade of “B” or better for the award of a Graduate Certificate in Communication Sciences.

The Certificate Program is offered 100% online. Should student demand in the future warrant other delivery modalities, such as a face-to-face or hybrid format, the program may also prepare alternate formats. Students will be advised well in advance of program application and course registration as to the delivery modalities offered in a specific program year.

The program will follow the summer admissions cycle and offer and start classes according to the published academic calendars.
The Department of Emergency Health Sciences offers certificate programs for EMT-Basic and Paramedic that, at a minimum, prepare graduates for national certification and entry into the EMS profession. The certificate programs are accredited by the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP) (http://www.coaemsp.org/), 4101 W. Green Oaks Blvd., Suite 305-599, Arlington, Texas 76016, and by the Texas Department of State Health Services, Bureau of Emergency Management (http://www.dshs.state.tx.us/emstraumasyystems/default.shtm), 1100 W. 49th Street, Austin, Texas 78756-3199.

### THE DIVISION OF INITIAL EDUCATION

The Division of Initial Education offers programs primarily for the traditional (civilian) student and include:

- EMT certification
- Paramedic certification
- Bachelor of Science degree in Emergency Health Sciences

### Bachelor of Science in Emergency Health Sciences

Paramedics who have earned a paramedic certificate may choose to continue their education to earn a Bachelor of Science degree in Emergency Health Sciences (EHS) offered by the Department of Emergency Health Sciences. This degree is only offered as an online program. The baccalaureate degree offers additional opportunities in the field of out-of-hospital emergency health care in administration, teaching, or advanced level practice.

The objective of the baccalaureate program is to broaden the knowledge base and professional skills of emergency medical services (EMS) professionals who wish to pursue a degree that will help enable them to fulfill an advanced leadership role within the community. Additionally it will help provide them with an enhanced capability to facilitate in the delivery of EMS and emergency/community health services. The EHS degree provides graduates an opportunity to gain the knowledge and skills necessary to assume positions of responsibility in the Emergency Medical Services profession to political entities, educational institutions, and private enterprises. Generally, the EHS degree program provides graduates with information on how to manage and direct EMS organizations, deliver educational and regulatory information to varied communities of interest and students. Additionally it may satisfy disaster management/planning requirements for municipalities as emergency managers.

All of the Emergency Health Sciences degrees help the graduate assume broader positions of responsibility in a variety of health care, research, business, community/educational settings, and to adapt to new rules precipitated by a changing health care delivery environment.

### Admissions Requirements

Interested applicants should consult the department website for the most current modifications to these requirements, deadlines, and upcoming programs.

All applicants must meet the basic requirements for admission to the Department of Emergency Health Sciences, including a criminal background check upon acceptance. Admission to any EHS program does not guarantee eligibility for the National Registry of Emergency Medical Technicians or certification by Texas Department of State Health Services.

All application materials must be received by the Office of the University Registrar by the application deadlines listed below. Applicants are
encouraged to seek advisement from the School of Health Professions Office of Admissions and Special Programs.

**Application Deadlines:**

For B.S. in EHS Program:

- June 1 for August enrollment (Fall semester, preferred)
- November 1 for January enrollment (Spring semester)
- April 1 for May enrollment (Summer semester)

Applications for certificate and degree programs are reviewed as they are received.

The B.S. in EHS is a degree completion program and the Health Science Center does not offer general education courses. Texas Core Curriculum courses must be obtained from other regionally accredited institutions.

Students are allowed to co-enroll in the program while working to complete Texas Core requirements but must have 70% of core complete and must have all Texas Core courses completed no later than their enrollment for the final semester in the B.S. in EHS program.

- English Composition I & II, 6 semester credit hours
- U.S. History I and U.S. History II, 6 semester credit hours
- Texas State & Local Government & U.S Government, 6 semester credit hours
- Any Philosophy, Humanities, or Literature course, 3 semester credit hours
- Any Creative Arts course in Art, Music, or Drama, 3 semester credit hours
- Any Social/Behavioral Science, 3 semester credit hours
- College Algebra or higher, 3 semester credit hours
- Any 3 Science courses with Lab, 12 semester credit hours

**Degree Requirements**

The Bachelor of Science in Emergency Health Sciences curriculum consists of 124 semester credit hours, including the Texas Core Curriculum, an EMT-Paramedic certificate (minimum of 30 semester credit hours) and 52 semester credit hours of advanced courses completed online through the Health Science Center (the bachelor’s degree program is designed to meet individual students’ educational and career goals). Therefore, in consultation with the program director, the student may create an individualized curriculum of at least 52 semester credit hours in order to graduate.

The Paramedic certificate may be completed at other approved EMS education and training programs/facilities. Texas Core Curriculum courses must be completed at another regionally accredited college or university (see Admission Requirements for specific pre-requisites).

The Bachelor of Science degree is awarded upon the satisfactory completion of prescribed academic programs, recommendation of the Emergency Health Sciences faculty and certification of the candidate by the Dean and President to the Board of Regents. A candidate for graduation must have completed all EMSP courses at a satisfactory level (minimum of a "C" grade) and earned a minimum cumulative GPA of 2.0 in the program. Completion of the total unit requirement with passing grades does not necessarily assure candidates a recommendation for graduation.

**Plan of Study (Online Program)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP 3001</td>
<td>Foundations of Emergency Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 3004</td>
<td>Pharmacology 1 for EMS Providers</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 3006</td>
<td>Electrocardiology in Emergency Health Science</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 3007</td>
<td>Human Diseases</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 3013</td>
<td>Professional Orientation and Legal Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 3031</td>
<td>Directed Study</td>
<td>1-4</td>
</tr>
<tr>
<td>EMSP 3100</td>
<td>Orientation to Online Learning</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 3041</td>
<td>Current Research In Emergency Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4001</td>
<td>Physical Examination and History Taking</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4002</td>
<td>Pathophysiology for EMS Providers</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4003</td>
<td>Flight Medicine</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4004</td>
<td>Management of Disasters and Hazard Materials</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4005</td>
<td>EHS Systems Management and Budget</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4006</td>
<td>Educational Issues in Emergency Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4007</td>
<td>Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4008</td>
<td>Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4011</td>
<td>Contemporary Ethical Dilemmas</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 3014</td>
<td>Interprofessional Health Care Teams</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 3015</td>
<td>Multicultural Health</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 4023</td>
<td>Mobile Integrated Healthcare</td>
<td>3</td>
</tr>
</tbody>
</table>
may require that students relocate and/or travel outside of San Antonio.

The full-time clinical fieldwork experiences included in the curriculum checks, immunization, and drug screens (if required by clinical facilities).

In addition to required tuition and fees, there are costs for textbooks, scrubs, and equipment. There are also costs for criminal background checks, immunization, and drug screens (if required by clinical facilities). The full-time clinical fieldwork experiences included in the curriculum may require that students relocate and/or travel outside of San Antonio.

Previous professional employment can potentially be accepted for EHS clinical course credit. A student’s work experience will be reviewed on an individual basis by the course directors and the department’s academic team. If the student fails a challenge examination/evaluation, he/she may enroll in and attend the corresponding course only during regularly scheduled course offerings in order to receive credit.

Students who wish to obtain credit by examination should contact the Department of Emergency Health Sciences at (210) 567-8760 for further information.

**Program Costs**

In addition to required tuition and fees, there are costs for textbooks, scrubs, and equipment. There are also costs for criminal background checks, immunization, and drug screens (if required by clinical facilities). The full-time clinical fieldwork experiences included in the curriculum may require that students relocate and/or travel outside of San Antonio for the duration of the rotations. Fieldwork expenses will vary according to individual arrangements depending on the cost of travel, temporary housing, maintenance of local accommodations, etc. Students are encouraged to budget for major expenditures that could be associated with these assignments. Detailed information about program costs can be found on the Department of Emergency Health Sciences website.

**Objectives/Program Outcomes**

Students graduating from the Department of Emergency Health Sciences program must meet the essential function requirements of the academic program and profession. The program consists of academic study and clinical experience. The student will possess the skills and attributes necessary to perform as a professional before graduation from the program.

Students who graduate from the Emergency Health Sciences programs will be able to:

- communicate effectively, think critically, and assimilate into their community successfully
- demonstrate personal behaviors and attitudes consistent with and appropriate to the delivery of out-of-hospital emergency medical care
- meet the community’s need for advanced life support personnel in a variety of settings
- work in various occupational settings relating to emergency health services
- understand theoretical foundations of the profession, and
- synthesize knowledge from the basic sciences, social sciences, humanities, and pre-hospital emergency science to conceptualize and resolve patient and health care delivery problems

**Program Policies**

**Credit by Exam/Challenge Exam (BS-EHS)**

A student may be eligible to earn credit for a course by passing the examination designated and administered by the department.

The Department of Emergency Health Sciences offers two categories of students the opportunity to obtain academic credit by examination:

- certified/licensed EMS personnel who completed EMT-Basic and/or Paramedic coursework for non-credit through the Department of EHS; and students admitted to the EHS Bachelor of Science degree program.

Previous professional employment can potentially be accepted for EHS clinical course credit. A student’s work experience will be reviewed on an individual basis by the course directors and the department’s academic team. If the student fails a challenge examination/evaluation, he/she may enroll in and attend the corresponding course only during regularly scheduled course offerings in order to receive credit.

Students who wish to obtain credit by examination should contact the Department of Emergency Health Sciences at (210) 567-8760 for further information.

**Program Costs**

In addition to required tuition and fees, there are costs for textbooks, scrubs, and equipment. There are also costs for criminal background checks, immunization, and drug screens (if required by clinical facilities). The full-time clinical fieldwork experiences included in the curriculum may require that students relocate and/or travel outside of San Antonio for the duration of the rotations. Fieldwork expenses will vary according to individual arrangements depending on the cost of travel, temporary housing, maintenance of local accommodations, etc. Students are encouraged to budget for major expenditures that could be associated with these assignments. Detailed information about program costs can be found on the Department of Emergency Health Sciences website.

**Admissions Requirements**

Interested applicants should consult the department website for the most current modifications to these requirements, deadlines, and upcoming programs.

All applicants must meet the basic requirements for admission to the Department of Emergency Health Sciences. Admission to any EHS program does not guarantee eligibility for the National Registry of Emergency Medical Technicians or certification by Texas Department of State Health Services.

All application materials must be received by the Office of the University Registrar by the application deadlines listed below. Applicants are encouraged to seek advisement from the School of Health Professions Office of Admissions and Special Programs.

**Application Deadlines:**

See website for availability. (https://www.uthscsa.edu/academics/health-professions/programs/emt-certification/)

**Degree Requirements**

The EMT Basic certificate program consists of 6 semester credit hours. Students are required to complete all didactic, laboratory, EMS, and clinical requirements. See Department website (http://www.uthscsa.edu/academics/health-professions/programs/emt-certification/) for availability.

The EMT Basic course completion certificate is awarded upon the satisfactory completion of all courses and earned a minimum cumulative GPA of 2.0 in the program. Upon successful completion of all course work for the certificate, the student is eligible to take the exam for registration as an EMT - Basic through the National Registry of EMT. Upon successful completion of that examination, the student is eligible to apply for certification as an EMT-Basic in the State of Texas.
Plan of Study

First Year
Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP 1160</td>
<td>EMT Basic Clinical</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 1501</td>
<td>EMT</td>
<td>5</td>
</tr>
<tr>
<td>Total Credit Hours:</td>
<td></td>
<td>6.0</td>
</tr>
</tbody>
</table>

Objectives/Program Outcomes
Students graduating from a Department of Emergency Health Sciences program must meet the essential function requirements of the academic program and profession. The program consists of academic study and clinical experience. The student will possess the skills and attributes necessary to perform as a professional before graduation from the program.

The Emergency Medical Technician—Basic is a preparation course for certification as an EMT—Basic. The course includes all the skills necessary to provide emergency medical care at a basic life support level with either an emergency service or other specialized service.

Program Policies

Program Costs
In addition to required tuition and fees, there are costs for textbooks, scrubs, and equipment. There are also costs for criminal background checks, immunization, and drug screens. The full-time clinical fieldwork experiences included in the curriculum may require that students relocate and/or travel outside of San Antonio for the duration of the rotations. Fieldwork expenses will vary according to individual arrangements depending on the cost of travel, temporary housing, maintenance of local accommodations, etc. Students are encouraged to budget for major expenditures that could be associated with these assignments. Detailed information about program costs can be found on the Department of Emergency Health Sciences website.

EMT Paramedic
The Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. Paramedics perform interventions with the basic and advanced equipment typically found on an ambulance. The Paramedic is a link from the scene into the health care system.

The EMT Paramedic certificate program consists of 16 courses for a total of 41 semester credit hours. This option is a 2 semester program (Fall & Spring), although for some cohorts this could be conducted in 1, 3, or 4 semesters if these options are available. Classroom instruction covers anatomy, physiology, patient assessment, advanced airway shock/trauma management, cardiovascular disease recognition and management, advanced treatment protocols for trauma, medical/special patient emergencies, clinical and field internship, and a final field practicum. Successful completion of the program requirements prepares a student for the National Registry of EMT's cognitive and psychomotor examinations. The department also offers this program in a condensed, full-time format for fire departments/EMS agencies/military under special arrangements not open to the general public.

Admissions Requirements
Interested applicants should consult the department website for the most current modifications to these requirements, deadlines, and upcoming programs.

All applicants must meet the basic requirements for admission to the Department of Emergency Health Sciences. Admission to any EHS program does not guarantee eligibility for the National Registry of Emergency Medical Technicians or certification by Texas Department of State Health Services.

All application materials must be received by the Office of the University Registrar by the application deadlines listed below. Applicants are encouraged to seek advisement from the School of Health Professions Office of Admissions and Special Programs (https://www.uthscsa.edu/academics/health-professions/).

Application Deadlines:
For EMT-Paramedic certificate program:

- June 15 for August enrollment (Fall semester)
- Other dates as advertised or arranged for additional offerings

In addition to non-academic factors that are considered, admission requirements for all EHS programs include:

- Completion of the Texas Common Application.
- Criminal background check.
- Some clinical sites may require students to pass a drug screen or require additional immunizations (e.g., H1N1, annual seasonal flu). Applicants/students must cover the costs of the background check, drug screen, medical insurance, and immunizations.
- First-time College Students: Submit documentation of high school diploma or GED. Note: The EMT Basic and Paramedic programs are exempt from the Texas Success Initiative requirements.
- Official transcripts from each college and university currently or previously attended.
- Applicants who are enrolled in college courses at the time of application should submit an official transcript showing courses in progress. An updated transcript must be submitted upon completion of the courses. Note: Transfer transcript are not accepted in lieu of submitting the original institution record for that coursework. Transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by a NACES Members evaluation agency English translation.
- Minimum overall GPA of 2.0 (on a 4.0 scale).
- Documentation of EMT certification for Paramedic Program enrollment. Students who currently are enrolled in an EMT course or who have completed EMT course work and are engaged in the credentialing process should provide a statement to this effect.
- International Applicants only. Submit Test of English as a Foreign Language (TOEFL) scores: minimum: 560 (paper), or 68 (internet).

Degree Requirements
The EMT Paramedic Certificate program consists of 16 courses for a total of 41 semester credit hours.
Upon successful completion of all course work, the student is eligible to take the exam for registration as a Paramedic through the National Registry of EMT. Upon successful completion of that examination, the student is eligible to apply for certification as a Paramedic in the State of Texas.

Plan of Study for Paramedic Certificate (can be divided between 1, 3, or 4 semesters based on available program offerings):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP 1301</td>
<td>Anatomy and Physiology for Paramedic Practice</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 1338</td>
<td>Introduction to Paramedic Practice</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 1348</td>
<td>Emergency Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 1356</td>
<td>Airway and Respiratory Management</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 1444</td>
<td>Cardiology</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 1161</td>
<td>Clinical 1</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 1162</td>
<td>Clinical 2</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 2238</td>
<td>EMS Operations</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 2355</td>
<td>Trauma Management</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 2434</td>
<td>Medical Emergencies</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 2330</td>
<td>Special Populations</td>
<td>3</td>
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<tr>
<td>EMSP 2443</td>
<td>Assessment-Based Management</td>
<td>4</td>
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<tr>
<td>EMSP 2164</td>
<td>Paramedic Practicum</td>
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</tr>
<tr>
<td>EMSP 1137</td>
<td>Emergency Procedures 1</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 2237</td>
<td>Emergency Procedures 2</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 2300</td>
<td>Preparation for Professional Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 41

Objectives/Program Outcomes

Students graduating from a Department of Emergency Health Sciences program must meet the essential function requirements of the academic program and profession. The program consists of academic study and clinical experience. The student will possess the skills and attributes necessary to perform as a professional before graduation from the program.

Students who graduate from the Emergency Health Sciences programs will be able to:

- communicate effectively, think critically, and assimilate into their community successfully
- demonstrate personal behaviors and attitudes consistent with and appropriate to the delivery of pre-hospital emergency medical care
- meet the community’s need for advanced life support personnel in a variety of settings
- work in various occupational settings relating to emergency health services
- understand theoretical foundations of the profession, and
- synthesize knowledge from the basic sciences, social sciences, humanities, and pre-hospital emergency science to conceptualize and resolve patient and health care delivery problems.

Paramedic Certificate Program expectations:

To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Program Policies

Program Costs

In addition to required tuition and fees, there are costs for textbooks, scrubs, and equipment. There are also costs for criminal background checks, immunization, and drug screens (if required by clinical facilities). The full-time clinical fieldwork experiences included in the curriculum may require that students relocate and/or travel outside of San Antonio for the duration of the rotations. Fieldwork expenses will vary according to individual arrangements depending on the cost of travel, temporary housing, maintenance of local accommodations, etc. Students are encouraged to budget for major expenditures that could be associated with these assignments. Detailed information about program costs can be found on the Department of Emergency Health Sciences website.

Bachelor of Science in Medical Laboratory Sciences

Overview

The BS MLS program provides an excellent career opportunity to join one of the fastest growing professions in healthcare. The total credit hours required to award the degree is 126 credit hours. The core curriculum and program prerequisites are comprised of 62 credit hours along with the program curriculum which is 64 credit hours. The program curriculum is designed to provide entry level competencies in the four core disciplines of clinical chemistry, hematology, immunohematology, and microbiology. Medical laboratory science professionals analyze blood, tissue, body fluids, and other patient specimens using high complexity testing to generate accurate laboratory data that are needed to aid in detecting cancer, heart attacks, diabetes, infectious mononucleosis, and identification of bacteria or viruses that cause infections, as well as in detecting drugs of abuse. In addition, we monitor testing quality and consult with other members of the healthcare team. Prospective students do not require any healthcare experience to be considered. The professional clinical phase includes 510 hours of in-hospital clinical practice.

Upon completion of the program, graduates are eligible to sit for the national board examination for Medical Laboratory Scientist given by the Board of Certification of the American Society for Clinical Pathology (ASCP). Our graduates are recognized for their clinical skills and aptitude by some of the best health care systems.

Tracks within the Bachelor of Science in Medical Laboratory Sciences

The Bachelor of Science in Medical Laboratory Sciences offered by UT Health provides two tracks of study: Entry to the Profession (Traditional Track) (p. 251) and the Advanced Standing Track (p. 250).

The Traditional Track is designed for individuals pursuing a bachelor’s degree in MLS.

The Advanced Standing Track is designed for an individual who attended a NAACLS approved Medical Laboratory Technician school, has an
Objectives/Program Outcomes

Students graduating from the Bachelor of Science in Medical Laboratory Sciences program will be able to:

- Demonstrate communication skills sufficient to serve needs of patients, colleagues, members of patient care team and the public.
- Perform laboratory tests using sophisticated instrumentation on body fluids, cells, and other specimens accurately and efficiently.
- Use quality control data and procedures to evaluate the validity and reliability of laboratory test results.
- Correlate laboratory test results, recognize the presence of a problem (e.g., reagents, instrumentation, controls, personnel) and take appropriate corrective action.
- Determine the significance of laboratory test results through an understanding of physiologic functions, principles, techniques, and methods related to clinical laboratory practice.
- Exhibit ethical and professional behavior appropriate for the delivery of patient care.
- Participate in continuing education to enhance personal competency and impart knowledge to others.
- Use the principles of method evaluation in the selection of new test methods and instrumentation.
- Apply educational principles and methodologies to teaching/learning situations involving students, colleagues, patients, members of patient care team, and the public.
- Recognize basic principles of administration and supervision as they relate to clinical laboratory practice.
- Apply principles of safety and governmental regulations and standards related to clinical laboratory practice.

Program Policies and Information

Advancement to the Second Year

A student must have no grade lower than a C in required science and medical laboratory sciences courses to begin the second year and begin clinical practicums. In addition, a MLS student must file an Intent to Enroll in Clinical Practicum form, available from the program director at the end of the semester before practicums begin. Students who are ready for clinical practicums are placed based on availability of positions at the affiliate sites throughout South Texas. All students are expected to complete at least one practicum at an affiliate located outside of San Antonio. In the unlikely event that there are not enough sites available for the number of students ready to enter practicums, assignments will be made according to program policies. Students who must remediate a practicum will be assigned to an affiliate on a space-available basis.

Advisement and Schedule Planning

Applicants are encouraged to seek advisement from their college counselors or the School of Health Professions Office of Admissions and Special Programs at (866) 802-6288 (toll-free) or (210) 567-6220. Students who complete lower-division course work at another college or university are urged to seek advisement about coursework that will fulfill program requirements well in advance of applying to the Health Science Center. Students must be advised each semester before permission is given to enroll in professional courses. For students in any Medical Laboratory Sciences program, sequencing and completion of specific courses are very important.

Certification

Students who successfully complete the BS in Medical Laboratory Sciences program are eligible to take the national certification examination for Medical Laboratory Scientist, MLS(ASCP) given by the Board of Certification (https://www.ascp.org/content/board-of-certification/) (BOC) of the American Society for Clinical Pathology (ASCP). Awarding of the degree is not contingent on passing an external certification or licensing examination.

Credit by Examination

Students enrolled in the BS in Medical Laboratory Sciences program may attempt to earn credit by examination according to the policy and procedures in the School of Health Professions section of this Catalog. Students who have college credit for MLT coursework are eligible to take “challenge examinations.” Students who are certified MLT (ASCP), have completed a MLT program accredited by NAACLS, and have an associate degree are not required to take challenge examinations. Challenge examinations must be passed with a grade of 70% or better for credit to be earned. For detailed information about eligible courses, fees, schedules, and procedures, contact the program director.

Placement Examinations

Individuals who have certification from Board of Certification (https://www.ascp.org/content/board-of-certification/) (BOC) as a MLT(ASCP), have graduated from an accredited MLT program with an associate degree and are entering the second year of the BS in MLS may be given placement examinations to determine areas of discipline strengths and weaknesses.

Practicum Assignments

Clinical practicum assignments provide the student with a breadth of experiences that encompass all major content areas and exposure to laboratory technology. Assignment to clinical affiliates for practicum courses is a random process that is based on availability of positions at the affiliate sites. Practicum courses typically begin in the fall semester and are completed during the spring semester.

All students are expected to complete at least one practicum at an affiliate located outside of San Antonio. If a student declines to go to an assigned affiliate, this will result in a loss of the student’s practicum position and possible delay of graduation. Students who have special needs and request specific considerations for practicum assignments must put the request in writing to the program director at least one semester before the practicum begins. The program director will take the request to the faculty who will approve or disapprove the request.

Program Costs

In addition to required tuition and fees, there are costs for textbooks, scrubs, and equipment. Detailed information about program costs can be found on the Bachelor of Science in Medical Laboratory Sciences website.

Transfer of Credits

Agreements for transferable coursework exist with some area colleges and universities. Students should contact the program director of the Health Science Center’s Medical Laboratory Sciences Program or the biology advisor at their institution to determine if such an agreement exists with their school.
For additional information, see the policies and procedures in the School of Health Professions section of this Catalog.

**Bachelor of Science in Medical Laboratory Sciences - Advanced Standing**

**Overview**

The Bachelor of Science in Medical Laboratory Sciences Degree Advanced Standing is designed to assist Medical Laboratory Technicians (MLTs) with an associate degree to attain the baccalaureate level degree providing the opportunity to use MLT course work to earn credit towards the BS MLS degree. This assists the MLT in meeting professional expectations of having at least a bachelor's degree and opens up career opportunities in clinical and non-clinical leadership positions. Medical Laboratory Technicians (MLT) who have completed a MLT program accredited by NAACLS, have earned an associate's degree, and who are certified as a MLT by the Board of Certification (https://www.ascp.org/content/board-of-certification/) (BOC) of the American Society for Clinical Pathology (ASCP) can be accepted into the Bachelor of Science degree program at the Health Science Center as an "Advanced Standing" MLS student. If accepted under the Advanced Standing track the student may be given credit for first year MLS specific courses at the discretion of the Program Director and the Registrar. Individuals interested in the "Advanced Standing" program are encouraged to contact the MLS Program Director for guidance. Core curriculum and all required science and math courses must be completed before advancing to the second year of the BS in MLS.

**Admissions Requirements**

The application deadline is June 15. All application materials, the application fee, official transcripts, and all supporting documents must be received by Allied Health Centralized Application System (AHCAS) by the deadline. Applicants who are enrolled in college courses at the time of application should submit an official transcript showing courses in progress. An official, updated transcript must be submitted upon completion of the courses.

Bachelor of Science in MLS applicants must complete the Texas Core Curriculum (42 hours) and prerequisite courses with a grade of "C" or better. Certain prerequisite courses will apply towards meeting the Texas Core requirements:

**Texas Core Curriculum Requirement**

- English Composition I & II (6 semester credit hours)
- College Algebra or higher (3 semester credit hours)
- Natural Sciences (BIOL, CHEM, PHYS or other natural science) (12 semester credit hours)
- Humanities
  - Any philosophy, language, humanities, or English literature course (3 semester credit hours)
- Visual and Performing Arts
  - Any arts, drama, or music course (3 semester credit hours)
- U.S. History I and U.S. History II (6 semester credit hours)
- Texas State & Local Government & American Government (6 semester credit hours)
- Any psychology or sociology course (3 semester credit hours)

All applicants must complete the program prerequisites listed below and no grade less than "C" will be accepted; **ALL science courses must be designated for science majors**.

**Program Prerequisite Requirement**

- General Chemistry I with lab (4 semester credit hours)
- General Chemistry II with lab (4 semester credit hours)
- Biology I with lab (4 semester credit hours)
- Microbiology with lab (for science majors) (4 semester credit hours)
- General Physiology or Human Physiology (upper division) (3 semester credit hours)
- Genetics (3 semester credit hours)
- Organic Chemistry I with lab (4 semester credit hours)
- Precalculus (3 semester credit hours)
- Statistics (math, science or psychology) (3 semester credit hours)

**Note**: Beginning Fall 2022 Biochemistry (upper division) (3 semester credit hours) will be a program prerequisite.

**Additional MLS program requirements**: 

- Minimum overall GPA of 2.5 (on a 4.0 scale)
- Minimum science GPA of 2.5 (on a 4.0 scale)
- Completion of the online Allied Health Centralized Application System (https://ahcas.liaisoncas.com/) (AHCAS)
- Payment of non-refundable application fee for using the AHCAS application
- Submission of the following documents to the AHCAS:
  - Official transcripts from each college and university currently or previously attended. Applicants who are enrolled in college courses at the time of application should submit an official transcript showing courses in progress. An updated transcript must be submitted upon completion of the courses. Note: Transfer credits indicated on another school's transcript are not accepted in lieu of submitting the original institution record for that coursework. Transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by a NACES Members evaluation agency English translation (course by course).
  - Two reference forms completed by former instructors (preferably science instructors) or employers and completion of the essay questions.
  - Interview with program faculty
  - International Applicants only: Submit Test of English as a Foreign Language (http://www.ets.org/toefl/) (TOEFL) scores; minimum scores 560 (paper) or 80 (Internet).

**Required Documents (if you are accepted) to the Bachelor of Science in Medical Laboratory Sciences program**: 

If you are made an official offer for the Bachelor of Science in Medical Laboratory Sciences (BSMLS) program, all of the following items are required prior to matriculation:

- Non-refundable SHP Tuition Deposit to secure each student’s seat for the BSMLS class. Directions for this process will be sent to accepted students.
- Completion of a criminal background check. Directions for this process will be sent to accepted students.
• Completion of student drug testing. Directions for this process will be sent to accepted students.

• Student Immunization Record: All enrolled students at the Health Science Center are required to be fully immunized with required immunizations (p. 76) prior to orientation and registration. Additional information is available on the Wellness 360 website (https://wellness360.uthealthsa.org/services/employee-student-health/student-immunization-tracking/).

• Final updated transcripts must be submitted upon completion of courses from each college/university to the Office of University Registrar. All Foreign transcripts must be also sent to include the original transcript and the NACES evaluated official transcript (course by course).

Office of University Registrar Mailing Address:
Office of University Registrar - MC 7702
7703 Floyd Curl Drive
San Antonio, TX 78229-3900

• Evidence of current health insurance showing dates of coverage. Unless proof of proper insurance coverage is provided before the first day of class, students will be charged for a health insurance policy through the university. The fee for this policy is non-removable once the payment due date passes and is non-refundable once paid.

Degree Requirements
The Bachelor of Science in Medical Laboratory Sciences degree program is a four-year program that consists of a minimum of 126 semester credit hours. The third and fourth year of the program is comprised of medical laboratory science courses and clinical practicums that are completed at the Health Science Center. The courses listed in the Sample Plan of Study constitute the professional curriculum for the Bachelor of Science degree in Medical Laboratory Sciences.

Individualized degree plans are created for each student admitted to the program in consultation with the program director. It is expected that students will be full-time. However, in special circumstances a student may petition to attend part time. This request for part time status will be reviewed and approved by the Medical Laboratory Sciences Student Progress Committee. Depending on the part time status percentage, selection of this option could delay graduation by at least one year.

First Year

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>MLSC 3011</th>
<th>Quality Assurance in the Clinical Laboratory</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>1</td>
<td>MLSC 3033</td>
<td>Medical Microbiology</td>
</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>2</td>
<td>MLSC 3051</td>
<td>Hematology</td>
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<tr>
<td>3</td>
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</tr>
<tr>
<td>3</td>
<td>MLSC 3052</td>
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<td>MLSC 3065</td>
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<td>MLSC 3071</td>
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<td>MLSC 3085</td>
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Total Credit Hours: 18.0

Second Year

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>MLSC 4033</th>
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</table>

Total Credit Hours: 16.0

Bachelor of Science in Medical Laboratory Sciences - Traditional Track

Overview
The Traditional Track is designed for individuals pursuing a BS degree in MLS. The program is designed to provide education and a career as an MLS. Education includes learning the latest laboratory science technologies, methods, and instrumentation used to analyze blood, tissue, and body fluids to include laboratory Quality Assurance result review and verification.
Admissions Requirements

The application deadline is June 15. All application materials, the application fee, official transcripts, and all supporting documents must be received by Allied Health Centralized Application System (AHCAS) by the deadline. Applicants who are enrolled in college courses at the time of application should submit an official transcript showing courses in progress. An official, updated transcript must be submitted upon completion of the courses.

Bachelor of Science in MLS applicants must complete the Texas Core Curriculum (42 hours) and prerequisite courses with a grade of "C" or better. Certain prerequisite courses will apply towards meeting the Texas Core requirements:

**Texas Core Curriculum Requirement**

- English Composition I & II (6 semester credit hours)
- College Algebra or higher (3 semester credit hours)
- Natural Sciences (BIOL, CHEM, PHYS or other natural science) (12 semester credit hours)
- Humanities
  - Any philosophy, language, humanities, or English literature course (3 semester credit hours)
- Visual and Performing Arts
  - Any arts, drama, or music course (3 semester credit hours)
- U.S. History I and U.S. History II (6 semester credit hours)
- Texas State & Local Government & American Government (6 semester credit hours)
- Any psychology or sociology course (3 semester credit hours)

All applicants must complete the program prerequisites listed below and no grade less than "C" will be accepted; **ALL science courses must be designated for science majors.**

**Program Prerequisite Requirement**

- General Chemistry I with lab (4 semester credit hours)
- General Chemistry II with lab (4 semester credit hours)
- Biology I with lab (4 semester credit hours)
- Microbiology with lab (for science majors) (4 semester credit hours)
- General Physiology or Human Physiology (upper division) (3 semester credit hours)
- Genetics (3 semester credit hours)
- Organic Chemistry I with lab (4 semester credit hours)
- Precalculus (3 semester credit hours)
- Statistics (math, science or psychology) (3 semester credit hours)

**Note:** Beginning Fall 2022 Biochemistry (upper division) (3 semester credit hours) will be a program prerequisite.

**Additional MLS program requirements:**

- Official transcripts from each college and university currently or previously attended. Applicants who are enrolled in college courses at the time of application should submit an official transcript showing courses in progress. An updated transcript must be submitted upon completion of the courses. Note: Transfer credits indicated on another school’s transcript are not accepted in lieu of submitting the original institution record for that coursework. Transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by a NACES Members evaluation agency English translation (course by course).
- Two reference forms completed by former instructors (preferably science instructors) or employers and completion of the essay questions.
- Interview with program faculty
- International Applicants only: Submit Test of English as a Foreign Language (http://www.ets.org/toefl/) (TOEFL) scores; minimum scores 560 (paper) or 80 (Internet).

**Required Documents (if you are accepted) to the Bachelor of Science in Medical Laboratory Sciences program:**

If you are made an official offer for the Bachelor of Science in Medical Laboratory Sciences (BSMLS) program, all of the following items are required prior to matriculation:

- Non-refundable SHP Tuition Deposit to secure each student's seat for the BSMLS class. Directions for this process will be sent to accepted students.
- Completion of a criminal background check. Directions for this process will be sent to accepted students.
- Completion of student drug testing. Directions for this process will be sent to accepted students.
- Student Immunization Record: All enrolled students at the Health Science Center are required to be fully immunized with required immunizations (p. 76) prior to orientation and registration. Additional information is available on the Wellness 360 website (https://wellness360.uthscsa.org/services/employee-student-health/student-immunization-tracking/).
- Final updated transcripts must be submitted upon completion of courses from each college/university to the Office of University Registrar. All Foreign transcripts must be submitted in the original language and must be accompanied by a NACES Members evaluation agency English translation (course by course).

Office of University Registrar Mailing Address:
Office of University Registrar - MC 7702
7703 Floyd Curl Drive
San Antonio, TX 78229-3900
## Degree Requirements

The Bachelor of Science in Medical Laboratory Sciences degree program is a four-year program that consists of a minimum of 126 semester credit hours. The third and fourth year of the program is comprised of medical laboratory science courses and clinical practicums that are completed at the Health Science Center. The courses listed in the Sample Plan of Study constitute the professional curriculum for the Bachelor of Science degree in Medical Laboratory Sciences.

Individualized degree plans are created for each student admitted to the program in consultation with the program director. It is expected that students will be full-time. However, in special circumstances a student may petition to attend part time. This request for part time status will be reviewed and approved by the Medical Laboratory Sciences Student Progress Committee. Depending on the part time status percentage, selection of this option could delay graduation by at least one year.

### Sample Plan of Study

#### First Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>Fall</td>
<td>MLSC 3011</td>
<td>Quality Assurance in the Clinical Laboratory</td>
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</tr>
<tr>
<td></td>
<td>MLSC 3051</td>
<td>Hematology</td>
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<td>MLSC 3052</td>
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<td>MLSC 3040</td>
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#### Second Year

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<th>Course Title</th>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
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<td>MLSC 4037</td>
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<td><strong>Total</strong></td>
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<td><strong>Total Credit Hours:</strong></td>
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### Master of Science in Medical Laboratory Sciences

The Professional Master of Science in Medical Laboratory Sciences is an option for students who hold a bachelor’s degree from a regionally accredited college or university and wish to pursue a rewarding career as a medical laboratory scientist. The program is comprised of 74 semester credit hours and is designed to provide entry level competencies in the four core disciplines of clinical chemistry, hematology, immunohematology, and microbiology in addition to medical toxicology, evidence based medicine concepts, management leadership skills, and quality assurance. Medical laboratory scientists use state-of-the-art instrumentation to analyze blood and other body fluids providing critical, objective data for disease diagnosis, treatment planning, and preventative healthcare. The professional clinical phase includes 510 hours of in-hospital clinical practice in surrounding hospital systems.

Upon completion of the program, graduates are eligible to sit for the national board examination for Medical Laboratory Scientist given by the Board of Certification of the American Society for Clinical Pathology (ASCP). Our graduates are recognized for their clinical skills, analytics acumen, and aptitude by some of the best health care systems.

### Objectives/Program Outcomes

Students graduating from the Professional Master of Science in Medical Laboratory Sciences will be able to:

- Communicate effectively with patients, colleagues, members of patient care team and the public on issues related to clinical laboratory practice.
- Perform laboratory tests using sophisticated instrumentation on body fluids, cells, and other specimens accurately and efficiently.
- Assess quality control data and apply quality control procedures to determine validity and reliability of laboratory test results. If results aren't reliable, suggest possible causes (e.g., systematic or random) and methods to resolve the inaccurate results.
- Evaluate laboratory test results, determine if results are reportable to patient's medical record, detect problem if one or more of the test results is not reportable and predict an action for resolution.
• Analyze laboratory test results to predict disease state (e.g., iron deficiency anemia) and select appropriate reflex laboratory test(s) necessary to confirm the diagnosis or identify the appropriate therapeutic intervention.

• Exhibit ethical and professional behavior appropriate for the delivery of patient care.

• Gather and apply evidence-based research in clinical decision-making to include evaluation and implementation of new laboratory test methods and instrumentation and outcome analyses.

• Apply fundamental principles of administration and supervision to clinical laboratory practice.

• Use educational principles and methodologies to teach and/or inform students, colleagues, patients, members of patient care team, and public on clinical laboratory topics or general healthcare topics.

• Comply with all safety regulations impacting practice in the clinical laboratory and monitor for changes in regulations.

• Contribute to the profession through presentations and active involvement in American Society for Clinical Laboratory Science (ASCLS).

Program Policies

Advancement to the Second Year

A student must have no grade lower than a “C” in required science and medical laboratory science courses to begin the second year and clinical practicums. In addition a MLS student must file an Intent to Enroll in Clinical Practicum form, available from the program director at the end of the semester before practicums begin. Students who are ready for clinical practicums are placed based on availability of positions at the affiliate sites throughout South Texas. All students are expected to complete at least one clinical practicum at an affiliate located outside of San Antonio. In the unlikely event that there are not enough sites available for the number of students ready to enter clinical practicums, assignments will be made according to program policies. Students who must remediate a practicum will be assigned to an affiliate on a space-available basis.

Advisement and Schedule Planning

Applicants are encouraged to seek advisement from their college counselors or the School of Health Professions Office of Admissions and Special Programs at (866) 802-6288 (toll-free) or (210) 567-6220. Students who complete program requirement courses at another college or university are urged to seek advisement about coursework that will fulfill the program requirements well in advance of applying to the Health Science Center. Students must be advised each semester before practicums begin. Students who are ready for practicums must put the request in writing to the program director at least one semester before the practicum begins. The program director will take the request to the faculty who will approve or disapprove the request.

Certification

Students who successfully complete the Professional MS in MLS program are eligible to take the national certification examination for Medical Laboratory Scientist, MLS(ASCP) given by the Board of Certification (https://www.ascp.org/content/board-of-certification/) (BOC) of the American Society for Clinical Pathology (ASCP). Awarding of the degree is not contingent on passing an external certification or licensing examination.

Practicum Assignments

Clinical practicum assignments provide the student with the breadth of experiences that encompass all major content areas and exposure to laboratory technology. Assignment to clinical affiliates for practicum courses is a random process that is based on availability of positions at the affiliate sites. Practicums courses typically begin in the fall semester of the second year and are completed during the following summer semester.

All students are expected to complete at least one practicum at an affiliate located outside of San Antonio. If a student declines to go to an assigned affiliate, this will result in a loss of the students’ practicum position and possible delay of graduation. Students who have special needs and request special considerations for practicum assignments must put the request in writing to the program director at least one semester before the practicum begins. The program director will take the request to the faculty who will approve or disapprove the request.

Program Costs

In addition to required tuition and fees, there are costs for textbooks, scrubs, and equipment. Detailed information about program costs can be found on the Professional Master of Science in Medical Laboratory Sciences program website.

Transfer of Credits

Agreements for transferable coursework exist with some area colleges and universities. Students should contact the program director of the Health Science Center’s Medical Laboratory Sciences Program or the biology advisor at their institution to determine if such an agreement exists with their school.

For additional information, see the policies and procedures in the School of Health Professions section of this Catalog.

Master of Science in Medical Laboratory Sciences - Early Acceptance Program

Overview

The Medical Laboratory Science Early Acceptance Program (MLSEAP) is a partnership between the University of Texas at San Antonio and UT Health San Antonio (UTHSA) that allows undergraduate students to earn a Bachelor of Science degree from UTSA and a Master of Science in Medical Laboratory Science from UTHSA in five years instead of six. Students in the 3+2 program will spend three years at UTSA, majoring in either biology or chemistry. After completing the program requirements at UTSA, students will then matriculate to the UTHSA School of Health Professions to complete a two-year curriculum there. The program prepares students for a career as Medical Laboratory Scientists.

Admission Requirements

For UTSA students to apply and be admitted to the MLSEAP program, students must meet the eligibility factors listed below:

1. Eligible applicants must be full-time UTSA students majoring in Bachelor of Science Degree in Biology, Bachelor of Sciences Degree in Microbiology and Immunology or Bachelor of Arts Degree in Chemistry who have completed at least 12 semester credit hours (SCH) of coursework at UTSA in their program of study.
2. Minimum overall UTSA GPA > 3.0 and a GPA > 3.0 in all college science/math coursework, which must consist of more than one science or math course.

For students to maintain eligibility in the MLSEAP program, students must complete the first three years of the curriculum for the BS in Biology program, BS in Microbiology and Immunology program or the BA in Chemistry program, including the core curriculum requirements at UTSA with an overall GPA > 3.0 and a cumulative GPA > 3.0 in all science coursework.

Application Procedures:

1. Students must submit an application to the MLSEAP through Allied Health Centralized Application Service (AHCAS) between April 1 and June 15. Applications are available through the MLSEAP website (https://www.uthscsa.edu/academics/health-professions/programs/medical-lab-sciences-ms/). Applications can be submitted by students between 12-60 SCH in their program of study for Biology, Microbiology and Immunology or Chemistry at UTSA. Applications have to be submitted by students on or before the completion of 60 SCH at UTSA in the student’s program of study.

2. Applications and support materials will be reviewed by the MLSEAP selection committee, which consists of faculty from UTHSA and UTSA. In addition to the academic criteria listed above, the following may be considered in selecting students for admission to the MLSEAP:
   a. Work experience,
   b. Honors and awards,
   c. Extracurricular activities,
   d. Interest in health professions,
   e. Community/volunteer service.

3. Selected applicants will be invited to participate in an interview with members of the MLSEAP selection committee. The purpose of the interview is to assess the student’s interpersonal and communication skills, motivation, knowledge about the health profession, maturity, character and personality.

4. Applicants will be notified about the selection committee’s decisions during the first week of May.

All application materials, the application fee, official transcripts, and all supporting documents must be received by Allied Health Centralized Application System (AHCAS) by the deadline. Applicants who are enrolled in college courses at the time of the application should submit an official transcript showing courses in progress. An official, updated transcript must be submitted upon completion of the courses. Note: Transfer credits indicated on another school’s transcript are not accepted in lieu of submitting the original institution transcript for that coursework. Transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by a NACES Members evaluation agency English translation (course by course).

• Two reference forms completed by former instructors (preferably science instructors) or employers
• Interview with program faculty
• International Applicants only: Submit Test of English as a Foreign Language (http://www.ets.org/toefl) (TOEFL) scores; minimum scores 560 (paper) or 80 (Internet)

Required Documents (if you are accepted) to the Professional Master of Science in Medical Laboratory Sciences program:

If you are made an official offer for the UT Health Science Center at San Antonio Master of Science in Medical Laboratory Sciences (MSMLS) program, all of the following items are required prior to matriculation:

• Non-refundable SHP Tuition Deposit to secure each student's seat for the Professional MSMLS class. Directions for this process will be sent to accepted students.
• Completion of a criminal background check. Directions for this process will be sent to accepted students.
• Completion of student drug testing. Directions for this process will be sent to accepted students.
• Student Immunization Record: All enrolled students at the Health Science Center are required to be fully immunized with required immunizations (p. 76) prior to orientation and registration. Additional information is available on the Wellness 360 website (https://wellness360.uthealthsa.org/services/employee-student-health/student-immunization-tracking/).
• Final updated transcripts must be submitted upon completion of courses from each college/university to the Office of University Registrar. All Foreign transcripts must be also sent to include the original transcript and the NACES evaluated official transcript (course by course).

Office of University Registrar Mailing Address:
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San Antonio, TX 78229-3900
Evidence of current health insurance showing dates of coverage. Unless proof of proper insurance coverage is provided before the first day of class, students will be charged for a health insurance policy through the university. The fee for this policy is non-removable once the payment due date passes and is non-refundable once paid.

Degree Requirements
The Professional Master of Science in Medical Laboratory Sciences degree program is a 23-month program that consists of 74 semester credit hours. The curriculum consists of medical laboratory science courses and clinical practicums. The clinical practicums are completed at clinical affiliates in the San Antonio area and sites throughout South Texas. The courses listed below constitute the curriculum for the Professional Master of Science in Medical Laboratory Sciences.

This is a professional degree program and will not require a thesis for graduation. It is expected that students will be full-time. However, in special circumstances a student may petition to attend part time. This request for part-time status will be reviewed and approved by the Medical Laboratory Sciences Student Progress Committee. Depending on the part-time status percentage, selection of this option could delay graduation by at least one year.

Sample Plan of Study
First Year
Fall
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 5000</td>
<td>Immunodiagnostics</td>
<td>3</td>
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<td>Clinical Applications of Quality Assessment</td>
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<td>MLSC 5003</td>
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<tr>
<td>MLSC 5085</td>
<td>Organ System Biochemistry</td>
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Total Credit Hours: 18.0

Spring

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<th>Course Title</th>
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<tr>
<td>MLSC 5008</td>
<td>Diagnostic Chemistry Laboratory</td>
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<tr>
<td>MLSC 5010</td>
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<td>MLSC 5011</td>
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<tr>
<td>MLSC 5014</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 6003</td>
<td>Evidence-based Medicine in Medical Laboratory Science</td>
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Total Credit Hours: 16.0

Second Year
Fall

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<tr>
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<tbody>
<tr>
<td>MLSC 6000</td>
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<tr>
<td>MLSC 6002</td>
<td>Principles of Laboratory Management</td>
<td>3</td>
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<td>MLSC 6004</td>
<td>Diagnostic Hematology Practicum</td>
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<td>MLSC 6006</td>
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<tr>
<td>MLSC 6014</td>
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Total Credit Hours: 13.0

Spring

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<tr>
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<tr>
<td>MLSC 6008</td>
<td>Professional Issues in Healthcare</td>
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<td>MLSC 6009</td>
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Total Credit Hours: 16.0

Summer

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<tr>
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<tbody>
<tr>
<td>MLSC 6013</td>
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<tr>
<td>MLSC 6090</td>
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Total Credit Hours: 5.0

Master of Science in Medical Laboratory Sciences - Traditional Track
Overview
The Traditional Track is designed for individuals that have BS degree and are interested in pursuing a career in MLS. The program is designed to provide education and career opportunities as a laboratory professional and includes concurrent courses in statistical analysis, evidence based medicine, and research. The Professional MS in MLS traditional track includes knowledge and training in the latest laboratory science technologies, methods, and instrumentation used for analysis, laboratory accreditation processes, Quality Assurance, result review and verification.

Admission Requirements
The application deadline is June 15th. All application materials, the application fee, official transcripts, and all supporting documents must be received by Allied Health Centralized Application System (AHCAS) by the deadline. Applicants who are enrolled in college courses at the time of the application should submit an official transcript showing courses...
in progress. An official, updated transcript must be submitted upon completion of the courses.

Applicants for the Professional Master of Science in MLS must complete a bachelor’s degree from a regionally accredited college or university and all math and science requirements listed below.

All applicants must complete the program prerequisites listed below and no grade less than "C" will be accepted; **ALL science courses must be designated for science majors.**

**Program Prerequisite Requirement**

- General Chemistry I with lab (4 semester credit hours)
- General Chemistry II with lab (4 semester credit hours)
- Organic Chemistry I with lab (4 semester credit hours)
- Biology I with lab (4 semester credit hours)
- Genetics (3 semester credit hours)
- General Physiology or Human Physiology (upper division) (3 semester credit hours)
- Microbiology with lab (for science majors) (4 semester credit hours)
- Precalculus (3 semester credit hours)
- Statistics (math, science, or psychology) (3 semester credit hours)

**Note:** Beginning Fall 2022 Biochemistry (upper division) (3 semester credit hours) will be a program prerequisite.

**Additional Program Requirements**

- Minimum science GPA of 2.75 (on a 4.0 scale)
- Minimum overall GPA of 2.5 (on a 4.0 scale)
- Completion of the online Allied Health Centralized Application (AHCAS)
- Payment of a non-refundable application fee for using the AHCAS application
- Submission of the following documents to AHCAS:
  - Official transcripts from each college and university currently or previously attended. Applicants who are enrolled in college courses at the time of application should submit an official transcript showing courses in progress. An updated transcript must be submitted upon completion of the courses. Note: Transfer credits indicated on another school's transcript are not accepted in lieu of submitting the original institution transcript for that coursework. Transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by a NACES Members evaluation agency English translation (course by course).
  - Two reference forms completed by former instructors (preferably science instructors) or employers and completion of the essay questions.
  - Interview with program faculty
  - International Applicants only: Submit Test of English as a Foreign Language (http://www.ets.org/toefl) (TOEFL) scores; minimum scores 560 (paper) or 80 (Internet)

**Required Documents (if you are accepted) to the Professional Master of Science in Medical Laboratory Sciences program:**

If you are made an official offer for the UT Health Science Center at San Antonio Master of Science in Medical Laboratory Sciences (MSMLS) program, all of the following items are required prior to matriculation:

- Non-refundable SHP Tuition Deposit to secure each student's seat for the Professional MSMLS class. Directions for this process will be sent to accepted students.
- Completion of a criminal background check. Directions for this process will be sent to accepted students.
- Completion of student drug testing. Directions for this process will be sent to accepted students.
- Student Immunization Record: All enrolled students at the Health Science Center are required to be fully immunized with required immunizations (p. 76) prior to orientation and registration. Additional information is available on the Wellness 360 website (https://wellness360.uthealthsa.org/services/student-health/student-immunization-tracking/).
- Final updated transcripts must be submitted upon completion of courses from each college/university to the Office of University Registrar. All Foreign transcripts must be also sent to include the original transcript and the NACES evaluated official transcript (course by course).

**Degree Requirements**

The Professional Master of Science in Medical Laboratory Sciences degree program is a 23-month program that consists of 74 semester credit hours. The curriculum consists of medical laboratory science courses and clinical practicums. The clinical practicums are completed at clinical affiliates in the San Antonio area and sites throughout South Texas. The courses listed below constitute the curriculum for the Professional Master of Science in Medical Laboratory Sciences.

This is a professional degree program and will not require a thesis for graduation. It is expected that students will be full-time. However, in special circumstances a student may petition to attend part time. This request for part-time status will be reviewed and approved by the Medical Laboratory Sciences Student Progress Committee. Depending on the part-time status percentage, selection of this option could delay graduation by at least one year.

**Sample Plan of Study**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 5000 Immunodiagnostics</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 5001 Immunodiagnostics Laboratory</td>
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</tbody>
</table>
MLSC 5002 Clinical Applications of Quality Assessment 1
MLSC 5003 Diagnostic Hematology 3
MLSC 5004 Diagnostic Hematology Laboratory 2
MLSC 5005 Diagnostic Immunohematology 3
MLSC 5006 Diagnostic Immunohematology Laboratory 2
MLSC 5085 Organ System Biochemistry 3

Total Credit Hours: 18.0

First Year
Spring
MLSC 5007 Diagnostic Chemistry 3
MLSC 5008 Diagnostic Chemistry Laboratory 2
MLSC 5010 Diagnostic Microbiology 3
MLSC 5011 Diagnostic Microbiology Laboratory 2
MLSC 5014 Biostatistics 3
MLSC 6003 Evidence-based Medicine in Medical Laboratory Science 3

Total Credit Hours: 16.0

First Year
Summer
MLSC 5009 Laboratory Analysis of Body Fluids 3
MLSC 5012 Advanced Special Topics in Microbiology 3
MLSC 5013 Medical Toxicology/Therapeutic Drug Monitoring 3

Total Credit Hours: 9.0

Second Year
Fall
MLSC 6000 Advanced Diagnostic Microbiology 2
MLSC 6002 Principles of Laboratory Management 3
MLSC 6004 Diagnostic Hematology Practicum 4
MLSC 6006 Advanced Diagnostic Chemistry 2
MLSC 6014 Course MLSC 6014 Not Found (Scientific Writing for Medical Laboratory Sciences) 2

Total Credit Hours: 13.0

Second Year
Spring
MLSC 6001 Advanced Diagnostic Hematology 2
MLSC 6005 Advanced Diagnostic Immunohematology 2
MLSC 6008 Professional Issues in Healthcare 1
MLSC 6009 Diagnostic Immunohematology Practicum 4
MLSC 6010 Diagnostic Microbiology Practicum 4
MLSC 6015 Course MLSC 6015 Not Found (Advanced Research Concepts) 3

Total Credit Hours: 16.0

Doctor of Occupational Therapy
Overview
Welcome to UT Health San Antonio Department of Occupational Therapy!
Occupational therapy began in the early 1900s in mental health hospitals with the therapeutic use of purposeful activities to improve the lives of those with mental illness. Therefore, our vibrant profession is grounded in the social sciences and the biological sciences. Today occupational therapy is a vital, evidence-based health profession that meets the needs of individuals, communities, and populations. Occupations include a wide array of daily living activities like self-care skills such as dressing, grooming, eating, or bathing; being able to successfully complete activities such as meal preparation, household tasks, managing finances, driving or accessing transportation; as well as the vital life activities of going to school, work, or leisure activities. Therefore, the ability to participate in occupations is necessary for health and well being.

Occupational therapy is a vibrant health profession that involves the assessment and treatment of individuals or groups whose ability to perform their daily occupations is threatened or impaired by developmental disability, physical disability, psychosocial dysfunction, sensory impairment, or the aging process. The occupational therapy process involves collaborating with the client or patient to assess and develop solutions to support their ability to engage in their life activities. The goal of occupational therapy is to assist the client or patient in the performance of life activities that are meaningful and purposeful and may include self-care, work, leisure or play, or social activities.

Occupational therapists serve patients of all ages in a variety of settings including rehabilitation facilities, long-term care facilities, public schools, psychiatric hospitals, day care facilities, sheltered workshops, homes, community agencies, and industrial sites.

The entry-level Doctor of Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org (http://www.acoteonline.org/).

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (http://www.nbcot.org/)(NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. Please be aware that to obtain a license in Texas, past disciplinary actions, either felonies or misdemeanors, should be addressed with the Texas Board of Occupational Therapy Examiners beforehand. Waiting to report past disciplinary actions on the application for licensure will cause
requirements for the OTD program include:

In addition to non-academic factors that are considered, admission documents must be submitted by the application deadline in mid-October for the incoming class. The OTCAS Application, Applications for the OTD program are accepted between mid-August and mid-October for the incoming class. The OTCAS Application, supplemental application, official transcripts, and all supporting documents must be submitted by the application deadline in mid-October (See School of Health Professions web site for each year’s specific dates). The first semester of OTD coursework typically begins the last week of May.

In addition to non-academic factors that are considered, admission requirements for the OTD program include:

- Official transcripts from each college and university attended (Note: All transcripts from institutions outside the United States must be submitted in the original language and must be accompanied by a course-by-course evaluation through a NACES Members agency)
- Grade point average (GPA) of at least 3.0 on OTD Program prerequisites
- Cumulative grade point average (GPA) of at least 3.0 for bachelor’s degree
- Graduate Record Examination (GRE) is required
- Knowledge and understanding of occupational therapy gained through a minimum of 40 hours volunteer and/or observation under the general supervision of a licensed occupational therapist as documented on Documentation of Experience form
- Two Letters of Reference, preferably from licensed occupational therapists
- Interviews with Occupational Therapy faculty
- Completion of all OTD program prerequisites (26 hours) by the end of the fall semester prior to admission the following summer:
  - Human Anatomy with lab OR Anatomy & Physiology I, 4 semester credit hours
  - Human Physiology with lab OR Anatomy & Physiology II, 4 semester credit hours
  - Physics I Lecture, 3 semester credit hours
  - Kinesiology Lecture (to include principles of human improvement), 3 semester credit hours
  - Abnormal Psychology, 3 semester credit hours
  - Development Psychology, 3 semester credit hours
  - Sociology and/or Anthropology, 3 semester credit hours
  - Statistics, 3 semester credit hours
  - Medical Terminology, 1 semester credit hour or certificate of completion is acceptable
- International Applicants only: Submit Test of English as a Foreign Language (TOEFL) scores; minimum scores 560 (paper) or 68 (Internet).

**Degree Requirements**

The OTD program consists of 114 semester credit hours of graduate-level coursework, including 6 months of full-time clinical fieldwork and a Doctoral Capstone. Students must successfully fulfill all program-specific requirements including completion of all coursework while maintaining the performance standards outlined by the program, Level II Fieldwork, the Doctoral Capstone, as well as program requirements related to professional behavior, interprofessional education, and community service in order meet graduation requirements.

**Sample Plan of Study**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>OCCT 7000</td>
<td>Theoretical and Professional Foundations of Occupational Therapy</td>
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<tr>
<td>OCCT 7001</td>
<td>Gross Anatomy</td>
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<td>Fall</td>
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<tr>
<td>OCCT 7002</td>
<td>Applied Biomechanics of Movement</td>
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<td>OCCT 7003</td>
<td>Environmental Technologies 1</td>
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<td>OCCT 7004</td>
<td>Human Occupation Across the Lifespan</td>
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<td>OCCT 7005</td>
<td>Occupational Therapy Process: Mental Health</td>
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<td>OCCT 7007</td>
<td>Level I Fieldwork: Mental Health</td>
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<td>OCCT 7006</td>
<td>Foundations of Research Design</td>
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<tr>
<td>OCCT 7008</td>
<td>Occupational Therapy Process: Pediatric Part 1</td>
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<td>Application of Neural Systems to Occupation</td>
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<td>Research Design and Proposal</td>
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<td>Assessment Measures</td>
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<td>Summer</td>
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<td>OCCT 7015</td>
<td>Pediatric Service Delivery</td>
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<td>Doctoral Capstone Proposal Development 1</td>
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<td>OCCT 7014</td>
<td>Occupational Therapy Process: Pediatric Part 2</td>
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<tr>
<td>OCCT 7027</td>
<td>Occupational Therapy Process: Adult Biomechanical</td>
</tr>
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Objectives/Program Outcomes

The program outcomes are aligned with the five concentration areas of the Doctoral Capstone Experience (Advanced Clinical Skills, Research/Evidence-based Practice, Leadership/Professional Skills, Teaching and Program Development/Community Engagement) and reflect the five Curriculum Concentration Areas (Body Structure and Function, OT Theory and Practice, Research/Evidence-based Practice, Leadership/Professional Practice, and OT Practice in Context) that support these outcomes.

1. Apply theoretical and empirical knowledge in the implementation of evidence-based occupational therapy practice through integration of foundational bases of physiological, behavioral, social, and occupational therapy.

2. Design, establish and justify the schemata for a state of the art clinical occupational therapy practice.

3. Implement interventions and evaluate their effectiveness in the context of complex, inter-professional, and changing health care, education, and community environments.

4. Critique and evaluate patient information, literature in the field, and research evidence and data to make clinical decisions.

5. Compare existing and new scientific and professional knowledge for discriminate adaptation and integration into practice.

6. Formulate and implement research initiatives and scholarly works while critically analyzing and defending the need for scholarly endeavors in the OT discipline.

7. Conduct and support professional responsibilities within the framework of ethical and professional standards.

8. Structure and integrate leadership skills in professional activities including practice, education, community, and professional service.

9. Implement and advocate for evidence-based interventions for clients, families, and the profession through employment as an occupational therapy practitioner and engagement in professional initiatives.

10. Distinguish and employ cultural competence in meeting the occupational performance needs of diverse client populations, including underserved communities.

11. Assess learning needs of individuals or groups in the context of practice, education, or program development and develop structured instructional delivery options to achieve the established learning outcomes.

12. Integrate and adapt learning theory and frameworks of teaching to the teaching and learning process and evaluate learning outcomes in order to meet the learning needs and goals of diverse clients and groups.

13. Formulate and express clear and effective communication designs in professional situations, using appropriate modes of expression, documentation, teaching approaches, and interpersonal interaction.

14. Adapt, integrate, and facilitate distinguishing and demonstrable professional competencies including communication, teaching, and evaluation to meet the program development and evaluation needs of community organizations.

Program Policies

Laptop Computer Requirement

All OTD students are required to have a laptop computer for various class and testing activities that are conducted using web based programs or our university online course management system. The Office of Veteran Services and Financial Aid can provide additional information about including the expense of a laptop in financial aid awards.

Ethics

Ethical principles reflect the values of a profession and thereby serve as action-oriented guidelines that are designed to be preventative rather than disciplinary. Occupational therapists are expected to abide by the ethics adopted by the profession (AOTA Code of Ethics [http://www.aota.org/], 2015). The Occupational Therapy Department subscribes to this ethical code and expects the behaviors of students to be consistent with these principles.

Fieldwork

Fieldwork is an important part of the educational process for becoming an occupational therapist. It represents the part of the program for the student to develop clinical skills through observation and experiential learning and to apply understanding of theory and techniques through extended, supervised experience. Fieldwork occurs away from the Health Science Center at affiliated clinical institutions/sites. The majority of the fieldwork sites are located within the State of Texas. Students may complete fieldwork only at assigned facilities. The Department maintains agreements with approved fieldwork sites, and these have been carefully selected to assure compatibility with the department philosophy, objectives, and curriculum design. The Academic Fieldwork Coordinator maintains contact with the fieldwork facilities to support links between the didactic and fieldwork aspects of the curriculum. Grades are based on the student's performance, judgment, and attitude as measured by the on-site supervisor using the Fieldwork Performance Evaluation for the Occupational Therapy Student.

Whereas students are given an opportunity to express their preferences for location of placements, the program cannot grant assurances that student will be placed in their setting or location of choice. Students may be assigned a placement based on availability or other factors to ensure degree completion. Student placements are reserved many months (and in some cases, up to two years) in advance of a scheduled fieldwork experience. The Academic Fieldwork Coordinator maintains contact with
the fieldwork facilities to support links between the didactic and fieldwork aspects of the curriculum. All assigned work including observational/participatory times, written and oral assignments, and class discussion participation must be satisfactorily completed in order for the student to receive a passing grade. Grades are based on the student’s performance, judgment, and attitude as measured by the on-site supervisor using the Fieldwork Performance Evaluation for the Occupational Therapy Student.

The student is responsible for making any required living arrangements and should be prepared to incur expenses for transportation, food, and lodging during required fieldwork assignments. Fieldwork students are expected to obey policies and procedures of the facility providing the fieldwork experience (this may include but is not limited to a background check and drug screen), and should submit all required assignments and evaluations, and other documentation as requested.

The Accreditation Council for Occupational Therapy Education (ACOTE) requires completion of all fieldwork within 24 months following completion of academic preparation. This requirement assures continuity of academic concepts.

Program Costs
In addition to required tuition and fees, there are costs for textbooks, professional occupational therapy association dues, and supplies. The full-time clinical fieldwork experiences included in the curriculum may require that students locate outside of San Antonio for the duration of the rotations. Fieldwork expenses are the responsibility of the student and will vary according to individual arrangements depending on the cost of travel, temporary housing, maintenance of local accommodations, etc. Students are encouraged to budget for major expenditures that could be associated with these assignments. Detailed information about program costs can be found on the Department of Occupational Therapy website.

Other program requirements
In order to be eligible for graduation, students must meet all academic degree requirements and successfully complete program requirements including participation in community service activities, the professional behavior evaluation, interprofessional education activities, and membership in professional occupational therapy associations.

Standards of Practice
The American Occupational Therapy Association (AOTA, 2010) (http://www.aota.org/) publishes minimum standards of practice. These standards are viewed as minimum expectations for therapists as they conduct their professional activities on a daily basis. Please note that standards by other agencies, whether voluntary, regulatory, or institutional, may be more specific or rigorous than those published by AOTA.