



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

School of Allied Health Sciences

2015-2016

CATALOG



YOUR LIFE
— *our purpose* —

Publication Policy

The programs, policies, statements, fees and/or courses contained in this document are subject to continuous review and evaluation. The School of Allied Health Sciences reserves the right to make changes at any time without notice. This publication is therefore intended for information purposes only. Matriculation information particular to the individual programs within the School of Allied Health Sciences is contained in departmental handbooks issued to admitted students upon enrollment. Students should consult these publications for detailed information regarding policies, procedures and resources.

Equal Opportunity Statement

The School of Allied Health Sciences is committed to a policy of equal opportunity for all, and will not discriminate on the basis of race, color, sex, age, religion, national origin, handicap, or disability.

Admission Inquiries

All inquiries concerning admission to the School of Allied Health Sciences should be addressed to:

Texas Tech University Health Sciences Center
 School of Allied Health Sciences
 3601 4th Street, STOP 6294
 Lubbock, TX 79430
 (p) 806.743.3220
 (f) 806.743.2994
www.ttuhs.edu/sah

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GENERAL INFORMATION



Frequently Asked Questions

Q: What degrees do the School of Allied Health Sciences offer?

A: The School of Allied Health Sciences offers the following degrees:

- Bachelor of Science (B.S.)
 - Clinical Laboratory Science
 - Clinical Services Management
 - Health Science
 - Speech, Language, and Hearing Sciences
- Master of Athletic Training (M.A.T.)
- Master of Occupational Therapy (M.O.T.)
- Master of Physician Assistant Studies (M.P.A.S.)
- Doctor of Physical Therapy (D.P.T.)
- Master of Rehabilitation Counseling (M.R.C.)
- Master of Science (M.S.)
 - Clinical Practice Management
 - Molecular Pathology
 - Speech-Language Pathology
- Doctor of Audiology (Au.D.)
- Doctor of Science in Physical Therapy (Sc.D.)
- Doctor of Philosophy in Communication Sciences and Disorders (Ph.D.)
- Doctor of Philosophy in Rehabilitation Sciences (Ph.D.)

Q: How can I apply for admission to the School of Allied Health Sciences?

A: The online application may be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' web site at www.ttuhscc.edu/merlin.

Q: How can I contact the School of Allied Health Sciences?

A: You can contact us by using the following information:


Texas Tech University Health Sciences Center
 School of Allied Health Sciences
 Office of Admissions and Student Affairs
 3601 4th Street, Suite 2BC 194
 Lubbock, TX 79430
 806-743-3220, fax 806-743-2994
www.ttuhscc.edu/sah
allied.health@ttuhscc.edu

Q: How is the School of Allied Health Sciences organized?

A: Our nineteen programs are organized into four Departments:

- Department of Clinic Administration and Rehabilitation Counseling
 - Program in Health Sciences (B.S.H.S.)
 - Program in Clinical Services Management (B.S.)
 - Program in Clinical Practice Management (M.S.)
 - Program in Rehabilitation Counseling (MRC)
- Department of Laboratory Sciences and Primary Care
 - Program in Clinical Laboratory Science (B.S.) and Certificate
 - Program in Molecular Pathology (M.S.)
 - Program in Physician Assistant Studies (M.P.A.S.)
- Department of Rehabilitation Sciences
 - Program in Athletic Training (M.A.T.)
 - Program in Occupational Therapy (M.O.T.)
 - Program in Physical Therapy (D.P.T. , Sc.D. & tD.P.T.)
 - Doctor of Philosophy in Rehabilitation Sciences (Ph.D.)
- Department of Speech, Language, and Hearing Sciences
 - Program in Communication Sciences and Disorders (Ph.D.)
 - Program in Audiology (Au.D.)
 - Program in Speech, Language, and Hearing Sciences (B.S.)
 - Program in Speech-Language Pathology (M.S.)



 TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER School of Allied Health Sciences	FULL SUMMER	SUMMER I	SUMMER II 2015	FALL 2015	SPRING 2016
	2015	2015			
Orientation (CLS, SLHS, SLP, AuD, PhD, RC)					
Orientation (PA, PT, OT, AT, SLP, MP, PhD, RC)	May 26			Aug. 18	
First day of class	May 26	May 26	July 8	Aug. 19	Jan. 19
Last day of class	Aug. 5			Dec. 4	May 6
Last day of the semester	Aug. 12	July 2	Aug. 12	Dec. 11	May 13
12:00 noon, Final grades due for Graduating Seniors	Aug. 10			Dec. 9	May 11
5:00 pm, Final grades must be posted	Aug. 17	July 6	Aug. 17	Dec. 14	May 16
First Day of Finals				Dec. 7	May 9
MOT 2: First day of class				Aug. 19	Jan. 19
MOT: Finals begin	Aug. 6			Dec. 4	May 6
MOT: Finals end	Aug. 7			Dec. 9	May 11
DPT: Graduate Seminar Week					May 9-May 13
MOT 2, DPT 1 and DPT 3: Final exams end	July 31				
MAT 2: Last day of class	July 1				
MAT 2: Final exams	July 2-3				
MAT 1: Last day of class	July 29				
MAT 1: Final exams	July 30-31				
Advance registration for next term begins for currently enrolled students	June 2	June 2		Nov. 2	Apr. 4
Last Day for PhD candidates to defend dissertations	June 26			Oct. 16	Apr. 1
Job Fair				Oct. 20	
PAYMENT AND REFUNDS					
Drop for Non-Payment of Tuition and Fees	June 10	May 29	July 13	Sept. 3	Feb. 3
Last day to withdraw from the University and receive a partial refund	June 15	June 15	July 28	Sept. 16	Feb. 15
ADD/DROP (changes in schedule), WITHDRAWAL (dropping all courses)					
Last day to register or withdraw from the University without a penalty	May 25	May 25	July 7	Aug. 18	Jan. 18
Add-drop Period (Registrar's Office only)	May 26-June 10	May 26-29	July 8-13	Aug. 19-Sept. 3	Jan. 19-Feb. 3
Last day to add/drop	June 10	May 29	July 13	Sept. 3	Feb. 3
Last day to drop with an Automatic "W"	June 23	June 9	July 22	Oct. 2	Mar. 1
Last day to drop a course or withdraw from the University	July 29	June 25	Aug. 5	Nov. 30	May 2

DEADLINES RELATED TO GRADUATION				
Detailed information: http://www.ttuhs.edu/sah/				
12:00 noon, Final grades due for Graduating Seniors	Aug. 10			May 11
Official Health Sciences Center Graduation Date		Aug. 15	Dec. 9	
TTUHSC SOAHS Commencement				May 14
Diploma Date	Aug. 15		Dec. 12	
CLINICAL/PRECEPTORSHIP/CLERKSHIP				
MAT: Clinical Experience begins			Aug. 3	Jan. 19
MOT 2: Optional Fieldwork I begins				
MOT 2: Optional Fieldwork I ends				
MOT Fieldwork II: 1 begins	June 15		Sept. 14	
MOT Fieldwork II: 1 ends			Dec. 4	
MOT Fieldwork II: 2 begins				
MOT Fieldwork II: 2 ends				
MOT 2 Fieldwork I: 3 begins				Jan. 4
MOT 2 Fieldwork I: 3 ends				Jan. 15
MOT: Finals end			Aug. 17	
DPT: Clinical Internship 1 begins	July 13		Oct. 9	
DPT: Clinical Internship 1 ends	Aug. 7		Oct. 12	
DPT: Clinical Internship 2 begins			Dec. 4	
DPT: Clinical Internship 2 ends				
DPT: Clinical Internship 3 begins				
DPT: Clinical Internship 3 ends				
DPT: Clinical Internship 4 begins				Jan. 4
DPT: Clinical Internship 4 end			Aug. 10	Feb. 26
DPT: Clinical Internship 5 begins			Sept. 15	Mar. 7
DPT: Clinical Internship 5 ends			Sept. 17-18	Apr. 29
PA: Clerkship I begins			Sept. 21	
PA: Clerkship I ends			Oct. 27	
PA: EOR			Oct. 29-30	
PA: Clerkship 2 begins			Nov. 2	
PA: Clerkship 2 ends			Dec. 8	
PA: EOR			Dec. 10-11	
PA: Clerkship 3 begins				

PA: Clerkship 3 ends				
PA: EOR				
PA: Clerkship 4 begins				Jan. 4
PA: Clerkship 4 ends				Feb. 9
PA: EOR				Feb. 11-12
PA: Clerkship 5 begins				Feb. 15
PA: Clerkship 5 ends				Mar. 22
PA: EOR				Mar. 24-25
PA: Clerkship 6 begins				Mar. 28
PA: Clerkship 6 ends				May 3
PA: EOR				May 5-6
PA: Clerkship 7 begins				
PA: Clerkship 7 ends	June 16			
PA: EOR	June 18-19			
PA: Clerkship 8 begins	June 22			
PA: Clerkship 8 ends	July 28			
PA: EOR	July 30-31			
MP: Preceptorship begins				Mar. 21
MP: Preceptorship ends				May 11
CLS Traditional: Preceptorship begins				Jan. 4
CLS Traditional: Preceptorship ends				May 6
CLS Online: Preceptorship begins	May 18			
CLS Online: Preceptorship ends	Aug. 14			
HOLIDAYS AND VACATION DAYS				
Labor Day (University Holiday)			Sept. 7	
Thanksgiving (University Holiday)			Nov. 26-27	
Martin Luther King Jr. Day (University Holiday)				Jan. 18
Spring Break				Mar. 12-20
Memorial Day (University Holiday)	May 25			

Message from the Dean

Robin Satterwhite, M.B.A., Ed.D., FACHE
Dean of the School of Allied Health Sciences



Robin Satterwhite
Dean

I welcome the opportunity to introduce the School of Allied Health Sciences. Established by the Texas State Legislature in 1981, the School of Allied Health Sciences was created to educate allied health professionals to fill critical shortages in meeting crucial healthcare needs of the people of West Texas. The School of Allied Health Sciences has since become a dynamic and vital member of the Texas Tech University Health Sciences Center team.

From its first class of eighteen students in 1983, the School has grown steadily over the past thirty years. With campuses in Amarillo, Lubbock, Midland, and Odessa, the School now serves over 1,300 students enrolled in nineteen different degree programs at the doctoral, masters and baccalaureate degree levels. As it continues to prepare allied health professionals who will meet the evolving healthcare needs of all Texans in the 21st century, the School of Allied Health Sciences remains focused on developing and presenting educational programs of the highest quality in a student-centered learning environment.

Our objective is to offer learning opportunities that exceed nationally recognized standards of technical competence, while simultaneously developing the professional insight and service-oriented compassion that will enable graduates to excel throughout their professional careers. The faculty, students, and alumni of the School of Allied Health Sciences represent the very best in the complement of ideas, education, and clinical skills offered in service to the people of Texas.

Administration

Board of Regents

Term Expires May 31, 2015

Coby Ray*Student Regent*

Term Expires January 31, 2017

Larry K. Anders, Vice Chairman. Dallas

Debbie Montford. San Antonio

John D. SteinmetzLubbock

Term Expires January 31, 2019

John Esparza Austin

L. Frederick “Rick” Francis El Paso

Tim Lancaster Abilene

Term Expires January 31, 2021

Mickey L. Long, Chairman Midland

Ronnie Hammonds Houston

Christopher M. Huckabee. Fort Worth

Health Sciences Center

Robert L. Duncan Chancellor

Tedd Mitchell President

Elmo Cavin. Executive Vice President for
Finance and Administration

School of Allied Health Sciences

Robin Satterwhite, M.B.A., Ed.D., FACHE.Dean

Hal S. Larsen, Ph.D., MT (ASCP), CLS (NCA) Executive Associate Dean

Rajinder Koul, Ph.D., CCC-SLP Associate Dean for Research,
Chair, Department of Speech, Language, and Hearing Sciences

Steven F. Sawyer, Ph.D., M.P.T. Associate Dean for Faculty Development
Chair, Department of Rehabilitation Sciences

Lindsay R. Johnson, M.Ed. Associate Dean for
Admissions and Student Affairs

Lori Rice-Spearman, Ph.D. Associate Dean for
Learning Outcomes and Assessments,
Chair, Department of Laboratory Sciences and Primary Care

Michael J. Keller, MBA. Assistant Dean of Learning
Technology, Chair, Department of Clinic Administration and Rehabilitation
Counseling, Program Director Clinical Services Management

Michael Hooten, M.H.A., Ed.D. Regional Dean, Amarillo

Neeraj Kumar, PhD Regional Dean, Odessa

Micheal West. Director of Administration

About Our School

TTUHSC Mission

The mission of the Texas Tech University Health Sciences Center is to improve the health of people by providing educational opportunities to students and healthcare professionals, advancing knowledge through scholarship and research, and providing patient care and service.

The Texas Tech University Health Sciences Center fulfills its higher education mission by achieving six strategic goals:

1. Train competent health professionals and scientists
2. Increase externally funded, peer-reviewed research, especially NIH-funded research, and research focused on aging, cancer, and rural health
3. Improve access to quality health care for the TTUHSC’s target populations
4. Prepare health professions students for an increasingly diverse workforce and patient population
5. Provide leadership in the development of partnerships and collaborations to improve community health
6. Operate the TTUHSC as an efficient and effective institution

SOAHS Mission

The mission of the TTUHSC School of Allied Health Sciences is to provide a high quality, inclusive and diverse student-centered learning environment for graduate and undergraduate education in the allied health professions; advance knowledge through scholarship and research; and provide clinical services that improve health and quality of life in Texas and the nation.

As part of a state-supported university system, we serve the people of Texas, with particular emphasis on developing regional solutions to meet the educational and clinical needs of rural communities of West Texas.

SOAHS Vision

To earn regional and national recognition for excellence in graduate and undergraduate allied health sciences education, research and clinical services.

We will progress toward achieving this vision by:

1. Achieving high levels of excellence in teaching, research and clinical service, while fostering the professional and personal competence, growth and success of our students, our faculty and our staff.
2. Providing an environment that values, supports and rewards research and other scholarly activities.
3. Contributing to the improvement of health status and the reduction of health disparities in the communities we serve.

4. Expanding the cultural and ethnic diversity of our student-body, faculty and staff.
5. Remaining responsive to the evolving needs of our students, patients and communities we serve.

SOAHS Organizational Philosophy

As a multi-campus, regional element of the TTUHSC education system, we seek to encourage maximum learning and enhance the accessibility of our educational programs and services by applying a variety of innovative educational approaches and technologies.

We seek, through our research and clinical service activities, to contribute positively to improving the general health status and overall quality of life of the people of West Texas, while enhancing our professional and clinical competence.

Our faculty are, first and foremost, student-oriented and teaching-focused. We value activities that enhance teaching effectiveness and learning, while seeking to create an environment conducive to research and effective clinical service.

Our staff are student-oriented professionals who provide high-quality, responsive service to students and faculty. We strive to maintain an empowering environment based on mutual trust, respect and partnership among faculty, staff and students.

We accomplish our mission within the context of the mission, vision and policies of the Texas Tech University Health Sciences Center and its Board of Regents.

SOAHS Milestones

- 1981 - 67th Texas Legislature approves funding for School
- 1983 - First students accepted
- 1985 - Full Accreditation received for programs in Physical Therapy, Occupational Therapy, Medical Technology
- 1991 - Emergency Medical Services program added
- 1993 - Department of Communication Disorders transferred from TTU, where it had existed since 1928
- 1994 - Expansion of PT and OT programs to Amarillo and Odessa with extensive reliance on HealthNet
 - Expansion of PT program from B.S. to M.P.T.
- 1999 - Addition of Physician Assistant Program at Midland
 - Expansion of OT program from B.S. to M.O.T.
 - Approval of B.S., Emergency Medical System Management Program
- 2000 - Addition of Masters of Athletic Training Program
 - Addition of Masters of Vocational Rehabilitation Program
 - Addition of B.S. in Emergency Medical Systems Management

- Expansion of Physician Assistant Program from B.S. to M.P.A.S.
- Relocation of Department of Communication Disorders to TTUHSC facilities
- Relocation of SOAH-Odessa to permanent facilities at TTUHSC-Odessa
- Approval of Clinical Doctorate in Audiology (Au.D.)
- 2001 - Relocation of SOAH-Amarillo to permanent facility
 - Completion of Physician Assistant Program permanent facility
 - Approval of Center for Brain Mapping and Cortical Studies
- 2002 - Approval / addition of "first-in-nation" M.S., Molecular Pathology (M.S., M.P.)
 - Approval / addition of M.S. in Rehabilitation Sciences (M.S., R.S.)
 - Approval / addition of B.S. in Clinical Support Services Management (B.S., C.S.S.M.)
 - Approval of Center for Rehabilitation Assessment
- 2003 - Approval of School name change to "Allied Health Sciences"
 - Department name changes to Department of Laboratory Sciences and Primary Care, Department of Speech, Language, and Hearing Sciences
- 2004 - Approval / addition of Ph.D., Communication Sciences and Disorders
 - Approval / addition of B.S., Health Science
 - Approval of program name changes; Vocational Rehabilitation to Rehabilitation Counseling; CSSM to Clinical Services Management (C.S.M); MSRS to Clinical Practice Management (C.P.M.)
- 2005 - Approval / addition of Department of Clinic Administration and Rehabilitation Counseling
- 2007 - Expansion of Physical Therapy From masters (M.P.T.) to clinical entry-level doctorate (D.P.T.)
 - CSM program expands to provide a specialty track in Long Term Care Administration with approval from the Texas Department of Aging and Disabilities.
- 2008 - THECB grants SOAHS "planning authority" for Ph.D. in Rehabilitation Science.
 - The Doctorate of Physical Therapy (D.P.T.) is implemented with enrollment of its first cohort of students.
- 2009 - Approval/ addition of Ph.D. Rehabilitation Sciences
 - Approval/ addition of Transitional Doctor of Physical Therapy Pathway (D.P.T.)
 - Approval/ addition of Clinical Laboratory Science Second Degree and Certificate Programs
- 2010 - Physician Assistant facility expansion is completed
 - Enrollment for the Physician Assistant program is increased from 45 to 60 students per cohort
 - First NIH grant obtained by SOAHS Faculty

- Approval of Center name change to “Center for Speech, Language and Hearing Research”
- 2011 -Major renovation of clinical and research space
- Relocation of SOAHS faculty to 3C lab and office space
- Opened the Health Promotion Research Laboratory on the Amarillo campus
- 2012 - Fall enrollment exceeds 1,300 for first time in school
- Paul P. Brooke, Jr., Ph.D., FACHE, Professor & Dean retired after serving for 14 years Robin Satterwhite, MBA, EdD, FACHE was hired as the fifth Dean of the SOAHS
- 2014 -Approval/addition of Respiratory Care, Medical Imaging and Emergency Medical Services concentration area to the Bachelor of Science in Health Sciences program

Accreditation

The Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award 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 accreditation of the Texas Tech University Health Sciences Center. The Commission should be contacted only if there is evidence that appears to support the institution’s significant non-compliance with a requirement or standard.

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges as a separate institution from Texas Tech University since 2004. TTUHSC received its reaffirmation of accreditation from SACSCOC in 2009. The next reaffirmation is scheduled for 2019.



Texas Tech University Health Sciences Center

General Policies and Procedures

Core Curriculum Requirement

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

This base of general knowledge provides students with a foundation in the natural and applied sciences, social sciences, mathematics, humanities, visual and performing arts, and the tools of language and thought. The TTUHSC Core Curriculum complies with 1997 Texas legislation that requires each state-supported institution to establish a core curriculum that encompasses “basic intellectual competencies in . . . reading, writing, speaking, listening, critical thinking, and computer literacy.¹”

These courses or their equivalents may be taken at any regionally accredited college or university and should be completed with a grade of “C” or higher before enrolling at TTUHSC. **Students should choose only Core Curriculum courses that satisfy the requirements of their particular TTUHSC degree program**, as different core courses may be required by different programs.

The TTUHSC Core Curriculum comprises 42 credit hours of course work as stipulated by the Texas Higher Education Coordinating Board.²

TTUHSC Core Curriculum

Communication

- * English 1301 Composition I 3 hours
- * English 1302 Composition II 3 hours

Mathematics

- Courses with prefix MATH 3 hours

Natural Sciences

- Courses with prefixes BIOL, CHEM, GEOL, PHYS, or other natural sciences 6 hours

Creative Arts

- Any art, music, drama, or theatre arts course 3 hours

Language, Philosophy, and Culture

- Any literature, philosophy, modern or classical language/literature, or cultural studies course 3 hours

Social and Behavioral Sciences

- *HIST 1301 United States History I 3 hours
- *HIST 1302 United States History II 3 hours

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

1 http://www.theccb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

2 http://info.sos.state.tx.us/fids/19_0004_0028-1.html

*GOVT 2301 American Government I	3 hours
*GOVT 2302 American Government II	3 hours
Any psychology, sociology, or anthropology course	3 hours

Core Curriculum Electives

Chosen from the fields of study listed above	6 hours
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**Course numbers listed are based on the Texas Common Course Numbering System (TCCNS). Check with your academic institution to verify the course number that corresponds with the TCCNS number.*

Transfer of Credits

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

Second Bachelor's Degree

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

Course Drop Limits

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

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

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

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

Definition of a Semester Credit Hour

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

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

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

Enrollment Status for Students

Texas Tech University Health Sciences Center Office of the Student Services, Registrar & Financial Aid defines an undergraduate student as considered enrolled full-time with 12 credit hours per semester and part-time enrolled in 6 credit hours per semester. A graduate student is considered enrolled full-time with 9 credit hours per semester and part-time enrolled in 5 credit hours per semester.

Credit for Core Requirements Taken at Another Institution

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

Credit for Educational Courses Completed in the Armed Forces

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

Credit By Examination for the Prerequisite Courses

The School of Allied Health Sciences encourages students to use previous learning experiences. Students will be given the opportunity to receive credit by examination in courses where proficiency may be determined by examination. Students may demonstrate proficiency in certain subject areas through various programs. A grade of Pass (P) will be given on the examination, but the grade will not be considered in determining grade-point averages. Course credit earned by examination is recorded by the TTUHSC Registrar on the student's transcript. Course credit by examination may not be used to satisfy the 30- hour minimum residence credit requirement for graduation. Credit by examination must be completed before the course begins or within the first twelve class days of the course. Credit by examination does not waive tuition and fees for the course.

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

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

Tests on courses in the credit-by-examination program which are prerequisites for higher level courses must be completed and scored before registering for advanced courses. Students may not receive credit by examination for a course if they have already passed a more advanced course in the same subject area. The deadline for registering to take the CB Achievement and CLEP examinations either at Texas Tech University or at a national testing center is typically 4-6 weeks before the scheduled test date. Generally, test results or scores are mailed 4-5 weeks after the test date. Information regarding test dates and fees for national standardized examinations are available from the Testing and Evaluation Division at Texas Tech University. It is the student's responsibility to request that his or her CB test scores be sent to the School of Allied Health Sciences. Information concerning each of the testing programs follows.

Credit for College Board Achievement Tests (SAT) Subject Exams

Achievement Tests are part of the College Board Admissions Testing Program. Each year there are several national administrations of the SAT Subject Exams. Students should plan to take the specified tests at national testing centers during their senior year of high school at an early testing date in order that scores may be reported to the university by June. For more information, view www.collegeboard.com; visit a high school counselor; or contact Academic Testing Services, Texas Tech University, Box 450002, Lubbock, Texas 79409-5002, 806.742.3671

Credit for CB Advanced Placement Program Examinations (AP)

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

Credit for CB College Level Examination Program Examinations (CLEP)

Under the College Level Examination Program, the School of Allied Health Sciences will award credit only for specified examinations. As with the other CB testing programs, a student may attempt a CLEP examination at a national CLEP testing center before enrolling and have the scores reported to the School of Allied Health Sciences. These examinations are offered on the Texas Tech University campus during Red Raider Orientation conferences held each summer, several times each year to students currently enrolled, and monthly at national CLEP test centers. Further information concerning the CLEP tests may be obtained by contacting College Level Examination Program (Box 1821, Princeton, NJ 08540), or the Testing and Evaluation Division of Texas Tech University.

Credit for International Baccalaureate (IB) Examinations and/or Diploma

The International Baccalaureate is an international program of courses and examinations offered at the high school level. Texas Tech welcomes students in the IB program and will grant a minimum of 24 hours credit for an IB diploma completed with Higher or Standard Level exam scores of 4-7. For

those individuals who participate in IB courses, but do not have an IB Diploma, individual course credit may be earned based on the subject and score obtained on specified IB exams. Students must send an official IB examination transcript to Texas Tech to receive credit.

Applying for Admission

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

Deadlines for application to the individual programs are:

TRADITIONAL PROGRAMS

Athletic Training	
Traditional Admission	December 1
Audiology	
Early Admission	November 1
Traditional Admission	February 1
Clinical Laboratory Science (Lubbock Campus)	March 1
Communication Sciences and Disorders (Ph.D.)	
Fall Semester	April 30
Summer Semester	February 28
Spring Semester	October 15
Molecular Pathology	February 1
Occupational Therapy	
Admission	November 15
Physician Assistant	December 1
Physical Therapy (D.P.T.)	
Admission	October 1
Rehabilitation Sciences (Ph.D.)	
Summer Semester	February 1
Fall Semester	March 15
Spring Semester	October 15
Speech, Language, and Hearing Sciences (Undergraduate)	March 1
Speech-Language Pathology	
Admission	January 15

DISTANCE PROGRAMS

Clinical Laboratory Science (Second Degree and Certificate Programs)

Fall Semester June 1

Clinical Services Management

Summer Semester May 1

Fall Semester August 1

Spring Semester December 1

Health Sciences (B.S.H.S.)

Summer Semester May 1

Fall Semester August 1

Spring Semester December 1

Clinical Practice Management

Summer Semester May 1

Fall Semester August 1

Spring Semester December 1

Physical Therapy (Sc.D.)

Fall Semester June 1

Summer Semester March 15

Transitional Doctor of Physical Therapy

Fall Semester July 1

Spring Semester November 1

Summer Semester April 1

Rehabilitation Counseling

Fall Semester June 1

Spring Semester October 1

Qualifying for Admission

A student who wishes to enroll in the School of Allied Health Sciences must fulfill the general admissions criteria contained in this catalog, as well as the specific criteria of each program. Information or applications to any Allied Health Sciences program may be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' web site at www.ttuhscc.edu/merlin.

Diversity Statement

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

Admission Policies and Requirements

Admission Policy

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

Applicants to the Professional Programs

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

Prerequisite Course Credits

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

Expectations of the Student

Students studying in the School of Allied Health Sciences must complete the professional curriculum within the prescribed school and departmental academic and calendar guidelines. Allied Health Sciences students are required to observe departmental, school, and institutional regulations and requirements. Allied Health Sciences students are expected to maintain a professional attitude toward the patients to whom they will provide healthcare, and toward the colleagues with whom they learn and work. Only the specific course instructor

can excuse absences. Other policies concerning departmental expectations of Allied Health Sciences students are contained in the student handbooks of the respective departments. Students will be held responsible for both the information contained in this catalog and in the departmental handbooks. In addition, students are expected to abide by all stated school or departmental policies and regulations.

Student Honor Code

Students in the School of Allied Health Sciences will not lie, cheat or steal or tolerate those who do.

Student Conduct

Responsible citizenship among college students includes honesty and integrity in class work; regard for the rights of others; and respect for local, state, and federal laws as well as campus standards. Specific standards concerning the rights and responsibilities of students and registered student organizations at TTUHSC are contained in the TTUHSC Student Handbook Code of Professional Conduct and each departmental Student Handbook. Students are expected to become thoroughly familiar with and abide by these standards. The TTUHSC Student Handbook Code of Professional Conduct may be obtained from the Office of Student Services, 2C400, Student Services, 806.743.2300, or online at http://www.ttuhs.edu/student-services/documents/HSC_Institutional_Student_Handbook.pdf; Departmental handbooks may be obtained online at <http://www.ttuhs.edu/sah/current/handbooks.aspx>

Student Organizations

TTUHSC and the School of Allied Health Sciences offer a variety of student organizations. The School sponsors a chapter of Alpha Eta, the national honorary society in Allied Health Sciences, for students of the School who have distinguished themselves academically. Each department within the School of Allied Health Sciences has a student group organized for student support and participation in professional activities specific to the department. For more information concerning organizations open to students at TTUHSC, or to register a new organization, please contact the TTUHSC Office of Student Services, www.ttuhs.edu/student-services.

Student Liability

An essential part of allied health sciences education is the clinical experience. Students in all departments of the School of Allied Health Sciences are placed in clinical settings outside the institution. Because allied health sciences students will practice patient care under the supervision of graduate professionals, students are required to purchase liability insurance coverage. A nominal yearly charge is included in student fees paid at registration.

Student Healthcare

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

Student Hospitalization Insurance Coverage

Students are recommended to have medical/hospitalization insurance coverage while enrolled as a student in the School of Allied Health Sciences. It is the student's responsibility to obtain and maintain medical/hospitalization insurance through the provider of their choice. TTUHSC offers such coverage. Information concerning medical/hospitalization insurance can be found at www.ttuhs.edu/student-services.

Legal Services

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

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

Contact: 307 Student Union, 806.742.3289

Alcohol/Drug Education and Prevention

Consistent with its mission, the School of Allied Health Sciences and TTUHSC will enforce the provisions of the "Texas Controlled Substance Act" and the "Texas Dangerous Drugs Act." The School of Allied Health Sciences and TTUHSC are committed to helping students in health professions make responsible and informed decisions regarding the misuse of drugs and alcohol. The School encourages all students to make use of the education programs offered by the Student Counseling Center at Texas Tech University.

Tobacco-Free Environment

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

Registration of Convicted Sex Offenders

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

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

The Texas Tech Police Department employs 56 officers and 38 civilian employees. The officers are licensed by the Texas Commission on Law Enforcement Standards and Education and are fully commissioned.

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

The department posts information and crime statistics online at www.depts.ttu.edu/ttpd.
School of Allied Health Sciences

Students with Disabilities

It is the policy of the School of Allied Health Sciences to conduct educational programs in a place and manner accessible to individuals with disabilities, and to make reasonable modifications and accommodations necessary to achieve this purpose. Students who need special accommodations should be proactive and contact TTUHSC Office of Student Services, (806) 743.2300, immediately after accepting a class position. The student will be asked to complete an application requesting accommodation and to supply documentation necessary to support the application. For additional information on obtaining disability services, visit www.ttuhs.edu/student-services.

Student Records

The School of Allied Health Sciences conforms to the guidelines set forth in the Family Educational Rights and Privacy Act of 1974, and the Texas Open Records Act. Students may limit public availability of personal and demographic information by making this request to the TTUHSC Registrar.

Student Debts

The School of Allied Health Sciences and TTUHSC will not be responsible for debts incurred by students or student organizations, nor will the School or TTUHSC assume the roles of collecting student debts or serve as arbitrator between students and creditors.

Change of Address

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

Interprofessional Education

All TTUHSC students, regardless of school affiliation, will be required to complete a non-credit, online course in interprofessional education. Implementation of this requirement will vary across schools and degree programs. Students should consult their academic/program advisor and/or school catalog for additional information.

IPAH 1001/1002/1003/1004 Foundations for Interprofessional Collaborative Practice: An introduction to broad concepts related to four interprofessional core competencies for healthcare providers. Online modules include: (a) roles/responsibilities, (b) interprofessional communication, (c) teams/teamwork, and (d) values/ethics for interprofessional practice. No textbook is required. This course is typically within the first year of enrollment in the SOAHS.

International Health Elective

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

Applicant Pool

Applicants will be considered for admission only when completed application forms and appropriate supporting documents have been received. All applicants are carefully evaluated by the respective program admissions committees concerning qualifications and potential for successful completion of a professional curriculum. School of Allied Health Sciences departments may also waive required courses based on experiential learning.

State Authorization

For the TTUHSC School of Allied Health Sciences to offer online courses in a state other than Texas, TTUHSC must first comply with that state's requirements. These requirements differ from state-to-state, with requirements being more rigorous and expensive in some states than others. TTUHSC SOAHS is currently working to gain authorization to offer online courses in all states. If you have any questions, please contact the Office of Admissions and Student Affairs (806-743-3220, allied.health@ttuhsc.edu) for additional information.

TTUHSC School of Allied Health Sciences online courses are NOT AUTHORIZED at this time in the following states:

Arkansas, Iowa, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota, Washington.

TTUHSC School of Allied Health Sciences online courses are AUTHORIZED at this time in all states not listed above.

International Prospective Students

For students who are not citizens/permanent resident of the U.S.

Application Procedures

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

Completed Application

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

Non-Refundable Application Fee- A nonrefundable application fee (\$40) is required for the application to be complete. Application fees cannot be waived. Acceptable methods of payment are checks drawn on a U.S. bank, cashier's checks, U.S. or international postable money orders, international money orders, or credit cards. The application fee may be paid through the Merlin application, online <https://www.ttuhscc.edu/merlin/> or by sending payment to:

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

- **TOEFL** (Test of English as a Foreign Language; www.toefl.org) - The minimum TOEFL score required is 550 (paper-based version) or 79 (internet-based version). The TOEFL score must be received directly from the Educational Testing Service (ETS); Texas Tech University Health Sciences Center's institutional code is 6851. TOEFL scores are valid for only two years.
- **IELTS International English Language Testing Service;** www.ielts.org - The minimum IELTS required score is an overall band score of 6.5 on the Academic version; IELTS General Training results are not acceptable. There is no IELTS institution code for Texas Tech University Health Sciences Center. IELTS scores are valid for only two years.

Countries exempt from the English language proficiency requirement

Australia

Canada (except the Province of Quebec)

Commonwealth Caribbean Countries:

Anguilla	Barbados	Bermuda
Antigua	Belize	Cayman Islands
The Bahamas	British Virgin Islands	Dominica

Grenada
Guyana
Jamaica

Montserrat
St. Kitts and Nevis
St. Lucia

St. Vincent
Trinidad and Tobago
Turks and Caicos Islands

Republic of Ireland
Liberia
New Zealand
United Kingdom (England, Scotland, Northern Ireland, and Wales)
United States.

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

TOEFL can also be waived based on SAT and ACT scores, at the School's discretion. TOEFL can also be waived if the student took 4 consecutive long semesters of credit-bearing/non-development/non-ESL courses at an accredited post-secondary school in the US.

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

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

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

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

1. Student can support themselves. Required documents:
 - a. Student must submit a copy of their bank statement.
 - b. No financial statement is needed.
2. Student can have a sponsor. Required documents:
 - a. Student must submit a copy of the sponsor's bank statement.
 - b. A financial statement stating their intent to sponsor.

Passport-International applicants need to submit a copy of their passport.

TSI Requirements

All students are responsible for complying with the Texas Success Initiative (TSI). State regulations require proof that all students involved in higher education must be college ready in reading, writing, and mathematics. A student may demonstrate college readiness by earning passing scores on the TSI Assessment Test. Students may be exempt or designated as college ready if they have specific ACT, SAT, or TAKS test scores or have earned The TSI Assessment Test is available through Academic Testing Services, 214 West Hall, 806.742.3671. Students will need to present their driver's license or passport for identification purposes. Once tested, students must submit their test scores to the TSI Compliance Office, 116 West Hall

Students with questions about their status with respect to the Texas Success Initiative should contact the TSI Compliance Office at 806.742.3661. Students who have tested but not obtained the minimum scores in one or more sections of the TSI Assessment Test measurements are required to obtain TSI advising through the TSI Developmental Education Office, 78 Holden Hall, 806.742.3242. To ask questions about your status with respect to the Texas Success Initiative, contact the TTUHSC School of Allied Health Sciences Admissions Office at 806.743.3220.

ADMISSIONS CHECKLIST

- ✓ Be certain you will be able to meet all admission requirements by the class starting date.
- ✓ Application materials may be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' web site at www.ttuhs.edu/sah.
- ✓ Complete all admission materials and mail to the Texas Tech University Health Sciences Center, Office of the Registrar at 3601 4th Street, Mail Stop 8310, Lubbock, Texas, 79430.
- ✓ Have official transcripts of all college coursework sent to the above address. Make certain that the transcripts are mailed to the above address only. Do not send transcripts to Texas Tech University; this will delay processing of your application. It is the student's responsibility, before the admissions deadline for each program, to see that updated transcripts containing the applicant's most recently completed coursework have been received.
- ✓ Have documentation of successful completion of the TSI sent to the Texas Tech University Health Sciences Center, Office of the Registrar, if it is not included with transcripts.
- ✓ It is the student's responsibility to confirm that all necessary application materials have been received before the closing date for receiving application materials.

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

Criminal Background Check

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

Immunizations

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

- Adult Tetanus, Diphtheria, Acellular Pertussis (Tdap)
- Two Doses of Measles, Mumps, Rubella, or titers proving immunity
- Three shot series of Hepatitis B, or titers proving immunity
- PPD-TB Skin Test (within 3 months of matriculation date, must be renewed annually)
- Meningococcal (MCV) Adults 22 years of age or younger (within past 5 years)
- Selected programs may have additional requirements based on current CDC (Center for Disease Control) requirements/recommendations for health-care providers.

It is the student's responsibility to obtain and maintain proof of all required immunizations. The cost of immunizations is also the student's responsibility.

SOAHS Readmission Application

Students who fail to register or who leave school during a spring or fall semester must submit the application and oath of residency plus a \$40 non-refundable application fee. A former student who seeks to be readmitted to a program in the School of Allied Health Sciences must have withdrawn in good academic standing and meet all current admissions and degree requirements for the semester of readmission. Automatic readmission is not guaranteed; programs will consider students on a case-by-case basis. For questions concerning the readmission process, email allied.health@ttuhsc.edu

Leave of Absence

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

Withdrawal from the School of Allied Health Sciences

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

Graduation

Students must be enrolled at Texas Tech University Health Sciences Center in the term in which they plan to graduate. Students planning to graduate must complete an Intent to Graduate form. A student may not have more than 6 hours remaining after the spring commencement date to be eligible to submit an Intent to Graduate form and participate in commencement ceremonies.

Financial Information

Financial Aid

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

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

TTUHSC Financial Aid Office
3601 4th Street, Suite 2C 400
Lubbock, TX 79430
806-743-3025
www.ttuhs.edu/financialaid

Scholarships

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

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

Tuition and Fees

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

Texas residents will be charged tuition at a rate of \$187 per semester credit hour. Non-resident and foreign students will be charged tuition at a rate of \$577 per semester credit hour. Both resident and non-resident students enrolled in graduate programs will be charged an additional \$50 per semester credit hour.

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

Traditional Tuition & Fees Table*

Fall or Spring Semester

Full-time student enrolled in 15 hours

Tuition	
Resident Undergraduate	\$2,805.00
Resident Graduate	\$3,555.00
Non Resident Undergraduate	\$8,655.00
Non Resident Graduate	\$9,405.00
Student Services Fee	\$132.00
Placement Guarantee Fee (All 1st year students, non-refundable)	\$100.00
Student Malpractice Insurance Fee (\$61 for PA students)	\$14.50
Data Management Fee (PT, AT, CLS & MP)	\$100.00
Microscope Usage Fee (CLS Juniors and Seniors annually)	\$50.00
CLS Preceptorship Fee	\$100.00
MP Preceptorship Fee	\$350.00
Calibration Fee (Dept. of SLHS only)	\$50.00-\$100.00
Medical Services Fee	\$70.00
Screening and Immunization Fee - (Fall only)	\$50.00
Recreation Center Fee	\$75.00
Identification Card Fee	\$6.00
Informational Technology Fee	\$150.00
Student Athletic Fee	\$57.20
Record Processing Fee	\$10.00
Synergistic Center Fee (Student Union Fee)	\$5.00
International Education Fee	\$4.00
Academic Department Instructional Assessment Fee(max of \$300)	\$220.00

Graduation Fee (\$65 for graduate programs; \$75 doctoral) \$40.00

Total Tuition and Fees for Semester (estimate)

Resident Undergraduate	\$3,748.70
Resident Graduate	\$4,348.70
Non-Resident Undergraduate	\$9,598.70
Non-Resident Graduate	\$10,198.70

Summer Session

Duration of 10 weeks or longer

Full-time student enrolled in 7 hours

Tuition	
Resident Undergraduate	\$1,309.00
Resident Graduate	\$1,659.00
Non-Resident Undergraduate	\$4,039.00
Non-Resident Graduate	\$4,389.00
SAH Anatomy Fee (AT, OT, PA & PT only)	\$300.00
Calibration fee (Dept. of SLHS only)	\$25.00-\$50.00
Student Services Fee	\$132.00
Medical Services Fee	\$70.00
Recreation Center Fee	\$75.00
Identification Card Fee	\$6.00
Informational Technology Fee	\$70.00
Record Processing Fee	\$10.00
Synergistic Center Fee (Student Union Fee)	\$5.00
International Education Fee	\$4.00
Academic Department Instructional Assessment Fee (max of \$300)	\$220.00

Total Tuition and Fees for Summer Semester (estimate)

Resident Undergraduate	\$2,201.00
Resident Graduate	\$2,551.00
Non-Resident Undergraduate	\$4,931.00
Non-Resident Graduate	\$5,281.00

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

Distance Learning Tuition and Fees

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

Clinical Laboratory Science (Second Degree & Certificate) Clinical Services Management & Health Sciences

Out of state students enrolled in a distance learning program pay a fee of \$355 per credit hour, which is \$1065 per three hour course. A Record Processing School of Allied Health Sciences

Fee of \$10 will also be assessed each semester. Texas residents pay tuition at a rate of \$187 per semester credit hour, which is \$561 per three hour course, and appropriate fees.

Clinical Practice Management

Out of state students enrolled in a distance learning program pay a fee of \$395 per credit hour, which is \$1,185 per three hour course. A Record Processing Fee of \$10 will also be assessed each semester. Texas residents pay tuition of \$237 per credit hour, which is \$711 per three hour course, and appropriate fees.

Rehabilitation Counseling

Out of state students enrolled in a distance learning program pay a fee of \$420 per credit hour, which is \$1,260 per three hour course. A Record Processing Fee of \$10 will also be assessed each semester. Texas residents pay tuition of \$237 per credit hour, which is \$711 per three hour course, and appropriate fees.

Doctor of Science in Physical Therapy, and Transitional Doctor of Physical Therapy Pathway

Out of state students enrolled in a distance learning program pay a fee of \$485 per credit hour, which is \$1455 per three hour course. A Record Processing Fee of \$10 will also be assessed each semester. Texas residents pay tuition of \$237 per credit hour, which is \$711 per three hour course, and appropriate fees.

Refund of Tuition and Fees

Refund Policies (Institution and Title IV Withdrawal/ Refund Policies)

Detailed information about the impact of decreasing course load on:

- Institutional Refund Policy - All students who withdraw from TTUHSC or drop all courses during a term
- Additional considerations for students who received financial aid and withdraw from TTUHSC or drop all courses during a term

Institutional Refund Policy

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

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

Term	Class Day	% of Refund of Charges
Summer - More than 5 weeks but less than 10 weeks in duration	• 1st class day through 4th class day	100%
	• After the 4th day of class	None
Fall, Spring or Summer - Duration of 10 weeks or longer	• 1st class day through 12th class day	100%
	• After the 12th day of class	None

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

Term	Class Day	% of Refund of Charges
Summer - More than 5 weeks but less than 10 weeks in duration	• Before the 1st class day	100%
	• 1st, 2nd, or 3rd class day	80%
	• 4th, 5th, or 6th class day	50%
	• 7th class day or later	None
Fall, Spring or Summer - Duration of 10 weeks or longer	• Before the 1st class day	100%
	• 1st five class days	80%
	• 2nd five class days	70%
	• 3rd five class days	50%
	• 4th five class days	25%
	• 21st class day and after	None

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

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

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

a. The requirements for Title IV program funds are separate from the university refund policy. As such, you are responsible for unpaid institutional charges remaining after the refund calculation. You are also responsible for charges/balances created by the returning of Title IV program funds that the school was required to return.

b. If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID(1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

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

How the calculation works:

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

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

Text Books and Supplies

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

DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES



The Field of Speech, Language, and Hearing Sciences

A communication disorder is anything that interferes with speech, language, or hearing. People with communication disorders comprise the largest population of Americans with disabilities. One in six Americans has some kind of communication disorder. To meet the needs of these people, speech-language pathologists and audiologists utilize behavioral, cognitive, physiologic, and technological procedures to assess and treat speech, language, swallowing, hearing, and balance problems. Speech-language pathologists and audiologists employ an interdisciplinary approach to treatment and work closely with a full spectrum of professionals to treat the patient's communicative needs.

Speech-language pathologists specialize in prevention, identification, evaluation, treatment, and rehabilitation of speech, language, and swallowing disorders. Their work involves conducting research; treating numerous communication disorders, including children with speech-language disorders, people who stutter, stroke survivors, and persons who have swallowing problems; and instructing various others, such as actors and singers, in the preservation of their voices. Audiologists assess and treat individuals who are challenged by hearing impairments or balance problems. They test and diagnose hearing and balance disorders, prescribe and dispense hearing aids and assistive listening devices, help prevent hearing loss, and conduct research, among many other professional duties.

Four years of undergraduate education are required. For speech-language pathology, two years of graduate study followed by a Clinical Fellowship are required. The Doctor of Audiology degree is four years of graduate work, three in clinical coursework and one clinical externship year. Graduates of professional programs must pass national examinations before earning certification. Both speech-language pathologists and audiologists are required by most states to earn a master's or doctoral degree from a program accredited by the American Speech-Language-Hearing Association (ASHA). In most states, a professional license is also required. For those interested in the scientific study of communication and its related disorders, a doctoral degree is generally required.

Department Description

The Department of Speech, Language, and Hearing Sciences is the oldest such program in the entire Southwestern United States. It began at Texas Tech in 1928, and today it educates approximately 150 undergraduate students and 120 graduate students per year. The department offers study in four degree programs: Bachelor of Science (B.S.) in Speech, Language, and Hearing Sciences; Master of Science (M.S.) in Speech-Language Pathology; Doctor of Audiology (Au.D.); and Doctor of Philosophy (Ph.D.) in Communication Sciences and Disorders. Students may specialize in either speech-language pathology or audiology at the graduate level. The Master of Science and Doctor of Audiology programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

The programs are also recognized by the Texas State Board of Examiners for Speech-Language Pathology and Audiology.

Special features of the department include several research laboratories, as follows:

- Adult Neurogenic Language Disorders Laboratory
- Auditory Perception Laboratory
- Auditory Processes Laboratory
- Augmentative and Alternative Communication Laboratory
- Applied and Clinical Linguistics Laboratory
- Behavioral Hearing Laboratory
- Child Phonology Laboratory
- Selective Auditory Attention Laboratory
- Speech Science Laboratory
- Pediatric Audiometric Science Laboratory
- Pediatric Language Disorders Laboratory
- Signal Processing & Communications Laboratory
- Vestibular/ Auditory Integrated Biomedical Laboratory

For updated lab information please review the following link: <http://www.ttuhs.edu/sah/CSLHR.aspx>.

The department sponsors chapters of the National Student Speech-Language-Hearing Association and the Student Academy of Audiology (SAA). Besides numerous community fund-raising events and scholarship drives, the student organizations conduct annual conferences which attract professionals from throughout the Southwest. Nationally and internationally recognized speakers spend time with students and other professionals discussing current topics in communication disorders and sciences.

The Speech-Language and Hearing Clinic serves as a primary clinical practica site for students in the department. Under direct faculty supervision, students provide clinical services to people in the local community, Texas Tech University and TTUHSC, as well as the entire West Texas and Eastern New Mexico areas. Additional practica sites are available through an externship program in hospitals, schools, long-term care facilities, rehabilitation institutes, private practices, and governmental offices.

Financial assistance may be available from the Office of Financial Aid at TTUHSC. The Department of Speech, Language, and Hearing Sciences also offers limited financial assistance to highly qualified students on the basis of scholarship. Students interested in financial assistance through the department will have an opportunity to file their requests after they have been accepted to the program.

Bachelor of Science in Speech, Language, and Hearing Sciences

Admission to the Bachelor of Science Program

The application deadline is March 1 of each year for the following fall class. Admission decisions are made by May 1. Class enrollment is limited. Minimum admission requirements include (1) completion of the online application, (2) a minimum cumulative GPA of 3.0 on a 4.0 scale, (3) a grade of “C” or better in all prerequisite courses, and (4) proof of appropriate immunizations against infectious diseases. Students are required to adhere to all policies as outlined by the Department of Speech, Language, and Hearing Sciences, the School of Allied Health Sciences, and Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook.

Prerequisites

Prerequisite courses for the undergraduate program include the following, or their approved equivalents. These courses may be completed at any accredited college or university. The department reserves the right to change course requirements without notice.

Required Courses	Credit Hours
Communication: <i>Technical Writing is required.</i>	9 hours
Math: <i>Statistics is required.</i>	6 hours
Life and Physical Science: <i>At least one course in biological/life science (e.g. biology, human genetics, human anatomy and physiology) and one in physical science (physics or chemistry) are required.</i>	6-8 hours
Language, Philosophy and Culture:	3 hours
Creative Arts:	3 hours
Social and Behavioral Science: <i>Individual or Group Behavior</i> <i>(Recommended course: COMS 2350</i> <i>Introduction to Communication Disorders)</i>	12 hours
<i>American History</i>	6 hours
<i>Government/ Political Science</i>	6 hours
Multicultural:	3 hours
General Electives:	variable hours
Minimum Total : 63 hours	

Speech, Language, and Hearing Sciences Curriculum

The following are the departmental course requirements. Academic policies regarding minimum grade performance are cited in the Student Handbook.

Sample Undergraduate Program

FIRST YEAR		
Fall Semester		Credit Hours
AHSL 3219	Introduction to Audiology	2
AHSL 3220	Introduction to Speech-Language Pathology	2
AHSL 3427	Phonetics	4
AHSL 3422	Anatomy & Physiology	4
AHSL 3323	Language Development	3
		Total hours = 15

Spring Semester		Credit Hours
AHSL 3426	Articulation & Phonological Disorders	4
AHSL 3321	Speech Science	3
AHSL 3322	Hearing Science	3
AHSL 3324	Language Disorders	3
AHSL 3442	Clinical Audiology	4
		Total hours = 17

SECOND YEAR		
Fall Semester		Credit Hours
AHSL 3221	Clinical Methods	2
AHSL 4280/90	Clinical Observation: SLP/Audiology	2
AHSL 4426	Neural Bases of Speech & Language Disorders	4
AHSL 4320	Interpersonal Communication for Healthcare Professionals	3
AHSL 4310	Special Topics (pre-SLP)	3
Or		
AHSL 4446	Diagnostic Audiology (pre-AuD)	4
		Total hours = 14-15

Spring Semester		Credit Hours
AHSL 4344	Multicultural Issues	3
AHSL 4280/90	Clinical Observation: SLP/Audiology	2
AHSL 4410	Basic Sign Language for the Health Professions	4
AHSL 4427	Assessment Procedures in Speech-Language Pathology	4
		Total hours = 13

Course Descriptions

AHSL 3219 Introduction to Audiology (2:0:2,F) A supervised observation of various audiometric procedures and patient types. Discussion of clinical protocols, assessment, and management for individuals with hearing disorders. No textbook required.

AHSL 3220 Introduction to Speech-Language Pathology (2:0:2,F) A supervised observation of clinical assessment and management of individuals with speech and language disorders. May be repeated for credit. ISBN: 978-0312601430; ISBN: 978-0-312-60143-0

AHSL 3221 Clinical Methods (2:2:0,F) A review of clinical methodologies used in speech-language pathology and audiology, including specific clinical activities, report writing, and professional development. ISBN: 978-1-59857-286-5; 978-0-692-36929-6

AHSL 3321 Speech Science (3:3:0,F) An introduction to the production, perception, and processing of speech, including acoustic phonetics. ISBN: 978-1-59756-520-2

AHSL 3322 Hearing Science (3:3:0,F) An introduction to the physics of sound, acoustics, and psychoacoustics. ISBN: 978-0323043427

AHSL 3323 Language Development (3:3:0,F) An introduction to current theories of language and language development, including methods of obtaining and analyzing language samples. ISBN: 9780132582520

AHSL 3324 Language Disorders (3:3:0,F) An emphasis on language disorders across the lifespan. Topics include the nature and etiologies of language disorders, with an overview of the principles of treatment. ISBN: 978-1-4354-9859-4

AHSL 3422 Anatomy & Physiology (4:3:1,F) A study of the anatomical and physiological aspects of speech and hearing in both normal and clinical populations. ISBN: 978-1-59756-520-2

AHSL 3426 Phonetics/Articulation and Phonological Disorders (4:3:1,F) The basic principles of assessment and treatment for children and adults with phonological and articulatory disorders. Includes lab for practice of advanced clinical transcription skills. ISBN: 978-0769300801

AHSL 3427 Phonetics (4:3:1,F) An Introduction to production and classification of speech sounds; principles and theories of phonetics; emphasis on development of clinical transcription skills. ISBN: 978-1-4496-7889-0

AHSL 3442 Clinical Audiology (4:3:1,F) An introduction to hearing assessment techniques and auditory disorders, with adaptation of testing for special populations such as infants, geriatrics, and different language backgrounds. The student will gain proficiency with pure-tone, speech, and impedance testing techniques. ISBN: 978-0-2-0553195-0

AHSL 4280 Clinical Observation: Speech-Language Pathology (2:0:2,F) A supervised clinical assisting experience. May be repeated for credit. No textbook required.

AHSL 4290 Clinical Observation: Audiology (2:0:2,F) A supervised clinical assisting experience. May be repeated for credit. No textbook required.

AHSL 4300 Senior Research Project (3:0:3;F) An individual study of a specific problem in one of the areas of speech, language or hearing disorders. Students are required, in advance of registration, to consult with the instructor and secure approval of the specific project to be pursued. No textbook is required.

AHSL 4310 Special Topics in Speech-Language Pathology (3:3:0,F) A discussion of current issues affecting the practice of speech-language pathology in varied work settings. ISBN: 9780133123715

AHSL 4320 Interpersonal Communication for Healthcare Professionals (3:3:0,F) Applies communication theory to real-life encounters with patients and their families during interviewing and counseling, assessment and treatment, and other day-to-day interactions with education and healthcare professionals. No textbook required.

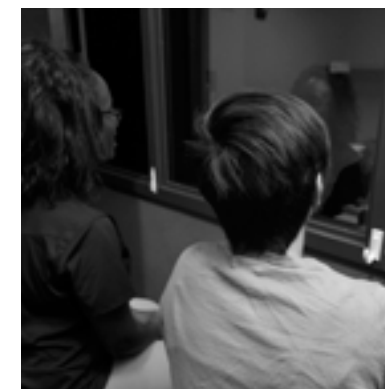
AHSL 4344 Multicultural Issues in Communication Disorders (3:3:0,F) Assessment and management of communication disorders in culturally and linguistically diverse populations. Topics include typical and disordered communication, and perspectives on clinical, theoretical, and research implications. No textbook is required.

AHSL 4410 Basic Sign Language for the Health Professions (4:4:0,F) An intensive, introductory course in American Sign Language. Issues related to deaf culture and the use of signs in healthcare settings will be discussed. ISBN: 978-1-58121-210-5; ISBN: 978-0-9-6340163-2

AHSL 4426 Neural Bases of Speech, Language, and Hearing (4:4:0,F) An exposure to neuroanatomy and neurophysiology through individualized and interactive learning. This course provides strong foundations for future graduate courses in neural aspects of communication including neuroanatomy, neurophysiology, and neuropathologies of speech and language. ISBN: 978-1609138714

AHSL 4427 Assessment Procedures in Speech-Language Pathology (4:3:1,F) The development of competencies in the selection, use, and interpretation of a wide range of speech and language assessment procedures for children and adults from diverse etiologic, cultural, and ethnic groups. ISBN: 978-1-4180-5328-4; 978-0-692-36929-6

AHSL 4446 Diagnostic Audiology (4:3:1,F) This course will present advanced diagnostic techniques for children and adults including those from diverse populations or with special needs. ISBN: 978-1-5-8890542-0



Master of Speech-Language Pathology

Admission to the Speech-Language Pathology Program

The program in speech-language pathology, which is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, includes two years of study beyond the baccalaureate level. The application deadline is January 15. Admission decisions are made by April 1. Class enrollment is limited each year. Minimum admission requirements include (1) completion of the online application, (2) a cumulative GPA of 3.0 on a 4.0 scale, (3) a GPA of 3.0 on a 4.0 scale in undergraduate audiology and speech pathology courses, (4) demonstration of superior oral and written communication skills, (5) scores above the 10th percentile on the verbal, quantitative, and analytical subtests of the Graduate Record Examination (GRE), (6) proof of appropriate immunizations against infectious diseases, (7) TOEFL or IELTS scores, if English is the second language, and (8) an earned baccalaureate degree or its equivalent in the area of speech, language, and hearing sciences from an accredited institution. Applicants who have earned undergraduate degrees in fields other than speech, language and hearing sciences must take one year (two semesters) of leveling course work.

Students are required to adhere to all policies as outlined by the Department of Speech, Language and Hearing Sciences, the School of Allied Health Sciences, and Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook.

Speech-Language Pathology Curriculum

Students must maintain a GPA of 3.0 to maintain good academic standing. By the time of graduation, students are expected to have completed the academic and clinical requirements for professional certification by the American Speech-Language-Hearing Association (ASHA), and licensing by the Texas State Board of Examiners in Speech-Language Pathology and Audiology. Students are required to successfully pass a comprehensive written examination or successfully defend a formal thesis project under the supervision of a graduate faculty member in the Department of Speech, Language and Hearing Sciences.

Example Course Sequence

FIRST YEAR

Fall Semester		Credit Hours
AHSL 5100	Foundations	1
AHSL 5320	Research Design	3
AHSL 5463	Adult Language Assessment & Intervention	4
AHSL 5424	Pediatric Language Assessment & Intervention	4
AHSL 5381	Graduate Clinical Practicum I: SLP	3

Total Hours = 15

Spring Semester		Credit Hours
AHSL 5325	Childhood Speech Sound Disorders	3
AHSL 5430	Dysphagia	4
AHSL 5382	Graduate Clinical Practicum II: SLP	3
AHSL 5362	Motor Speech Disorders	3
AHSL 6000	Master's Thesis (optional)	1-3

Total Hours = 13-16

Summer Semester		Credit Hours
AHSL 5370	Professional Issues in Speech-Language Pathology	3
AHSL 5383	Graduate Clinical Practicum III: SLP	3
AHSL 6001	Master's Thesis (optional)	1-3

Total Hours = 6-9

SECOND YEAR

Fall Semester		Credit Hours
AHSL 5201	Clinical Instrumentation & Technology for Communication Disorders	2
AHSL 5143	Aural Rehabilitation Lab	1
AHSL 5243	Aural Rehabilitation	2
AHSL 5328	Voice Disorders	3
AHSL 5329	Fluency Disorders	3
AHSL 5384	Graduate Clinical Practicum IV: SLP	3
AHSL 5110	Capstone Course	1
Or		
AHSL 6002	Master's Thesis (optional)	1-3

Total Hours = 15-17

Spring Semester		Credit Hours
AHSL 5239	Evidence-Based Practice in Communication Disorders	2
AHSL 5466	Augmentative & Alternative Communication	4
AHSL 5385	Graduate Clinical Practicum V: SLP	3
AHSL 6003	Master's Thesis (optional)	1-3

Total Hours = 9-12

Course Descriptions

AHSL 5100 Foundations (1:1:0,F) A forum for the discussion of professional issues in communications disorders. No textbook is required.

AHSL 5110 Capstone Course (1:1:0,F) A comprehensive review of: the nature of human communication and swallowing processes; prevention, assessment, and intervention for communication and swallowing disorders; and research principles and professional issues. No textbook is required.

AHSL 5143 Aural Rehabilitation Lab (1:0:1:F) This course is designed to introduce students to various types of clinical instrumentation and technology used in the provision of speech-language assessment and treatment. Lecture will review basic concepts of acoustic phonetics and lab will include hands-on experience in the use of current and emerging technology.

AHSL 5201 Clinical Instrumentation and Technology for Communication Disorders (2:2:0,F) This course is designed to introduce students to various types of clinical instrumentation and technology used in the provision of speech-language assessment and treatment. Lecture will review basic concepts of acoustic phonetics and lab will include hands-on experience in the use of current and emerging technology.

AHSL 5239 Evidence-Based Practice in Communication Disorders (2:2:0,F) This course is designed to prepare students for understanding and conducting research in speech and language science. Emphasis is placed on how to conduct a literature search and write a literature review. Students will learn how to present research findings at professional meetings and how to apply research findings in evidence-based practice.

AHSL 5243 Aural Rehabilitation (2:2:0,F) The study of aural habilitation and rehabilitation procedures, intervention techniques, and the use of amplification for hearing-impaired children and adults. Psychosocial issues of hearing loss will be discussed in relation to the hearing impairment as well as the cultural history of the patient. ISBN: 978-1133281429

AHSL 5310 Special Topics in Speech Pathology (3:0:3,F) Directed study for non-thesis candidates. May be repeated for credit. No textbook is required.

AHSL 5320 Research Design (3:3:0,F) A summary of the basic concepts of science and research. Emphasis is placed on the nature of experimental designs and basic inferential statistical analyses, and the application of relevant research methodologies in clinical settings. ISBN: 978-089079964-2

AHSL 5325 Childhood Speech Sound Disorders (3:3:0,F) Overview of normal speech acquisition and current approaches to assessment and management of pediatric speech sound disorders. ISBN: 978-0-1-3256356-7

AHSL 5328 Seminar in Voice Disorders (3:3:0,F) An advanced discussion of the etiology, diagnosis, and treatment of voice disorders. ISBN: 978-1597564939

AHSL 5329 Fluency Disorders (3:3:0,F) An extensive review of current information on fluency disorders in children and adults. ISBN: 978-0-1-31573019

AHSL 5362 Motor Speech Disorders (3:3:0;F) A study of the neurologic foundations of speech, speech disorders that can develop as a result of damage to the nervous system, and the ways in which motor speech disorders can be diagnosed and managed. ISBN: 978-1-111-13827-1

AHSL 5370 Professional Issues in Speech-Language Pathology (3:3:0,H) An overview of contemporary professional issues and considerations related to SLP practice, including topics such as ethical conduct, caseload/workload issues, certification and licensure, health literacy, supervision of support personnel, reimbursement, and legislation related to the field. ISBN: 978-1111309107

AHSL 5381-5385 Graduate Clinical Practicum: SLP (3:0:3,F) Supervised clinical practice in speech and/or language pathology. No textbook is required.

AHSL 5424 Pediatric Language Assessment & Intervention (4:4:0,F) Comparison of typical and atypical language in children from infancy through adolescence. Assessment and management strategies for diverse populations, and varied service delivery models. ISBN: 978-0-323-07184-0

AHSL 5430 Dysphagia (4:3:1,F) A detailed study of the anatomy and physiology of normal and disordered swallowing patterns, with discussion of current diagnostic techniques and treatment alternatives. Includes a lab to allow hands-on experience in interpreting swallow studies. ISBN: 978-0-323-05298-6; ISBN: 978-0769300764

AHSL 5463 Adult Language Assessment & Intervention (4:4:0,F) Effects of normal aging on communication. Assessment and intervention models for acquired adult language disorders (e.g. aphasia, dementia, traumatic brain injury). Medical terminology and report writing will also be included. ISBN: 978-078176981-5; ISBN: 978-142834057-2

AHSL 5466 Augmentative and Alternative Communication (4:3:1,F) A study of the emerging area of augmentative and alternative communication, including a perspective on how these alternative and augmentative systems fit within the broad area of communication development and disorders. ISBN: 978-1598571967

AHSL 6000 Master's Thesis (V:0:V,F) May have 2 enrollments for credit. Consent of instructor is required. No textbook is required.

AHSL 6001 Master's Thesis (V:0:V,F) May have 2 enrollments for credit. Consent of instructor is required. No textbook is required.

AHSL 6002 Master's Thesis (V:0:V,F) May have 2 enrollments for credit. Consent of instructor is required. No textbook is required.

AHSL 6003 Master's Thesis (V:0:V,F) May have 2 enrollments for credit. Consent of instructor is required. No textbook is required.

For additional information concerning a career in speech-language pathology, contact the American Speech-Language-Hearing Association (ASHA) in Rockville, Maryland; or visit the Department of Speech, Language and Hearing Sciences at Texas Tech University Health Sciences Center.



Doctor of Audiology

Program Description

The program in audiology at the Texas Tech University Health Sciences Center, which is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), offers comprehensive academic, research, and clinical experience in a wide variety of settings. A unique feature of the TTUHSC program is the diversity of the clinical and research experiences available. Students obtain clinical and/or research experience at: the TTUHSC Speech and Hearing Clinic, several community-based clinics, public school programs, local private practices, and other medical, rehabilitative, and educational facilities outside the Lubbock community. In these settings, students have the opportunity to explore state-of-the-art technology, instrumentation, and assessment/treatment procedures in audiology and communication sciences.

The department also sponsors a chapter of the Student Academy of Audiology (SAA). This national audiology student group hosts community service events throughout the year to support those individuals with hearing loss and also to educate the local community on hearing and balance concerns. TTUHSC audiology students commonly hold elected positions at the national level of the Student Academy of Audiology. This opportunity allows students to be introduced to activities that will advance the profession of audiology in terms of education and advocacy for the profession and patients.

Admission to the Doctor of Audiology Program

Admission to the Doctor of Audiology (Au.D.) program is competitive and begins in February of each year for enrollment the following fall semester. Admission requirements include (1) completion of the online application, (2) a cumulative and major GPA of 3.0 on a 4.0 scale, (3) a grade of “C” or better in all coursework in the undergraduate major, (4) submission of GRE test scores (including verbal, quantitative, and analytic writing sections), (5) proof of appropriate immunizations against infectious diseases, (6) a bachelor’s in Speech, Language, and Hearing Sciences or a related field, and (7) TOEFL or IELTS scores, if English is the second language.

Students are required to adhere to all policies as outlined by the Department of Speech, Language, and Hearing Sciences, the School of Allied Health Sciences and the Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook. Undergraduate majors in the sciences, particularly the life sciences, are recommended for entrance into the Au.D. program.

Audiology Curriculum

FIRST YEAR

Fall Semester		Credit Hours
AHSL 7442	Psychoacoustics and Auditory Perception	4
AHSL 7446	Diagnostic Audiology	4
AHSL 7440	Fundamentals of Sound and the Auditory System	4
AHSL 7321 or AHSL 7392	Clinical Observation or Clinical Practicum	3
		Total Hours = 15

Spring Semester		Credit Hours
AHSL 7350	Pediatric Audiology	3
AHSL 7150	Pediatric Audiology Lab	1
AHSL 7344	Clinical Amplification	3
AHSL 7285	Audiology Practice Management	2
AHSL 7255	Advanced Concepts in Audiology	2
AHSL 7393	Clinical Practicum	3
		Total Hours = 14

Summer Semester		Credit Hours
AHSL 7251	Counseling	2
AHSL 7330	Speech - Language Development and Disorders	3
AHSL 7394	Clinical Practicum	3
AHSL 7001	Introduction to Clinical Research	1
		Total Hours = 9

SECOND YEAR

Fall Semester		Credit Hours
AHSL 7370	Implantable Devices in Audiology	3
AHSL 7364	Auditory Electrophysiology	3
AHSL 7164	Auditory Electrophysiology Lab	1
AHSL 5320	Research Design	3
AHSL 7247	Aural Rehabilitation	2
AHSL 7002	Clinical Research I	1
AHSL 7395	Clinical Externship	3
		Total Hours = 16

Spring Semester		Credit Hours
AHSL 7245	Theoretical & Technical Components of Amplifications	2
AHSL 7365	Balance Function	3

AHSL 7165	Balance Function Lab	1
AHSL 7396	Clinical Externship	3
AHSL 7225	Evidence-Based Practices in Audiology	2
AHSL 7243	Clinical Applications of Aural Rehabilitation	2
		Total Hours = 13

Summer Semester		Credit Hours
AHSL 7397	Clinical Externship	3
		Total Hours = 3

THIRD YEAR

Fall Semester		Credit Hours
AHSL 7348	Educational Audiology	3
AHSL 7352	Clinical Disorders in Audiology	3
AHSL 7286	Business Management Practices for Audiologists	2
AHSL 7257	Advanced Amplification	2
AHSL 7110	Special Topics in Audiology	1
AHSL 7003	Clinical Research II	1
AHSL 7398	Clinical Practicum	3
		Total Hours = 15

Spring Semester		Credit Hours
AHSL 7322	Auditory Processing Disorders	3
AHSL 7180	Implications of Pharmacology in Audiology	1
AHSL 7260	Hearing Conservation and Instrumentation	2
AHSL 7399	Clinical Practicum	3
		Total Hours = 9

Summer Semester		Credit Hours
AHSL 7019	Advanced Clinical Placement	6
		Total Hours = 6

FOURTH YEAR

Fall Semester		Credit Hours
AHSL 7020	AuD Independent Study	5
		Total Hours = 5

Spring Semester		Credit Hours
AHSL 7021	AuD Independent Study	5
		Total Hours = 5

Course Descriptions

AHSL 5320 Research Design (3:3:0,F) The purpose of this course is to summarize the basic concepts of science and research. Emphasis will be placed on the nature of experimental designs and basic inferential statistical analyses. Discussions will also include the application of relevant methodologies in clinical settings. ISBN: 978-089079964-2

AHSL 7001 Introduction to Clinical Research (1:1:0,F) Introduction to clinical research; grand rounds type of course where faculty discuss research interests with students to help students identify research method, committee, and topic. ISBN: 978-1-6-0406359-2

AHSL 7002 Clinical Research 1 (1:0:1,F) Clinical research course in which students prepare literature review and research questions in preparation for prospectus. ISBN: 978-1-6-0406359-2

AHSL 7003 Clinical Research 2 (1:0:1,F) Clinical research course resulting in culmination and presentation of student clinical research project. ISBN: 978-1-6-0406359-2

AHSL 7010 Independent Study (V:0:V,F) A variable credit course used for individualized leveling plans created by the program director. No textbook is required.

AHSL 7011 Independent Study (V:0:V,F) A variable credit course used for individualized leveling plans created by the program director. No textbook is required.

AHSL 7019 Advanced Clinical Placement (V:0:V,F) Supervised clinical practicum for students in the summer of their third year. No textbook is required.

AHSL 7020 AuD Independent Study (V:0:V,F) Independent study for advanced students in the fourth year of the Au.D. program. Two enrollments of Au.D. independent study course(s) are required before graduation (typically fall and spring of fourth year unless prior approval has been obtained from the department). May not be taken before all courses and comprehensive examinations are successfully completed. No textbook is required.

AHSL 7021 AuD Independent Study (V:0:V,F) Independent study for advanced students in the fourth year of the Au.D. program. Two enrollments of Au.D. independent study course(s) are required before graduation (typically fall and spring of fourth year unless prior approval has been obtained from the department). May not be taken before all courses and comprehensive examinations are successfully completed. No textbook is required.

AHSL 7022 AuD Independent Study (V:0:V,F) Independent study for advanced students in the fourth year of the Au.D. program. Two enrollments of Au.D. independent study course(s) are required before graduation (typically fall and spring of fourth year unless prior approval has been obtained from the department). May not be taken before all courses and comprehensive examinations are successfully completed. No textbook is required.

AHSL 7110 Special Topics in Audiology (1:1:0,F) This course is a capstone course taken in the third year of the Au.D. program. This course will allow for integration of knowledge in a case-based format. No textbook is required.

AHSL 7150 Pediatric Audiology Lab (1:0:1,F) This lab course is designed to provide hands-on experiences in audiological testing of pediatric patients, along with expanding knowledge related to audiological issues in the pediatric population. No textbook is required.

AHSL 7164 Auditory Electrophysiology Lab (1:0:1,F) This lab course is designed to provide hands-on experiences with equipment utilized during electrophysiological testing. No textbook is required.

AHSL 7165 Balance Function Lab (1:0:1,F) This lab course is designed to provide hands-on experiences with equipment utilized in assessment and management of balance function. No textbook is required.

AHSL 7180 Implications of Pharmacology in Audiology (1:1:0,F) This course will provide the basic information necessary to understand the effects of prescription and nonprescription medications on the auditory and balance systems. Topics will include mechanisms of drug actions, side effects, how age and disease affect these mechanisms, specific effects of certain drugs on the hearing and balance system, and herbal medications. ISBN: 978-1-4-1801130-7

AHSL 7198-7199 Clinical Practicum (1:0:1,F) Supervised clinical practicum in audiology. No textbook is required.

AHSL 7225 Evidence-Based Practices in Audiology (2:2:0,F) This course will focus on incorporating evidence-based practice in the field of audiology. The elements of evidence-based practice will be explored, including research evidence, clinical expertise, and client preferences and goals. No textbook required.

AHSL 7243 Clinical Applications of Aural Rehabilitation (2:2:0,F) This course is designed to provide clinical training on using additional testing and techniques to expand the diagnostic and rehabilitative focus of audiologists. No textbook is required.

AHSL 7245 Theoretical & Technical Components of Amplification(2:2:0,F)

This course is designed to explore the technology and theories behind amplification. It will include: ANSI standards, technical components related to hearing aid electronics, and digital circuitry. ISBN: 978-1-60406-810-8

AHSL 7247 Aural Rehabilitation (2:2:0,F) The study of aural habilitation and rehabilitation procedures, intervention techniques, and the use of amplification for hearing-impaired children and adults. Psychosocial issues of hearing loss will be discussed in relation to the hearing impairment, as well as the cultural history of the patient. ISBN: 9781133281429

AHSL 7251 Counseling in Audiology (2:2:0,F) An introduction to counseling the communicatively disordered and their families. Emphasis will be placed on special education, vocational, and emotional issues surrounding hearing impairment. Considerations of special populations and lifespan issues will be included. ISBN: 978-0-13-315324-8

AHSL 7255 Advanced Concepts in Audiology (2:2:0,F) This course is to provide clinical training in use of additional testing and techniques to expand the diagnostic and rehabilitative focus of audiologists. It will address audiometric problems from both a clinical and experimental point of view. There will be an emphasis on the theoretical basis behind clinical instrumentation and methodologies in clinical diagnosis. Based on the focus for this course, prerequisite knowledge of basic audiometric testing and interpretation are expected. ISBN: 978-1-5-9756342-0

AHSL 7257 Advanced Amplification (2:2:0,F) This course includes: Discussion of advanced features, verification of advanced features, and fine-tuning with advanced features; fitting special populations (e.g. children, non-verbal, conductive hearing loss, auditory neuropathy/dyssynchrony, etc.); Special application of hearing aid systems through case studies. No textbook required.

AHSL 7260 Hearing Conservation and Instrumentation (2:2:0,F) This course will present the physiologic and behavioral effects of noise exposure, hearing conservation programs, and clinical services to children and adults from diverse populations. Instrumentation associated with the measurement of noise across multiple environments will be a central aspect of the course. ISBN: 978-0-9-72314305; ISBN: 978-1-5-9756381-9

AHSL 7285 Audiology Practice Management (2:2:0,F) This course is designed to provide an overview of audiology practice management. Course topics will include issues related to financial management and accounting, personnel management, insurance, marketing, strategic planning, and audiology service delivery. Considerations associated with audiological service delivery for patients of various socioeconomic statuses will be discussed. ISBN: 978-1-58890-511-6

AHSL 7286 Business Management Practices for Audiologists (2:2:0,F)

The current course will study a variety of topics important to the management and operation of audiology clinics and professional practices. ISBN: 978-1-57248-574-7

AHSL 7321 Clinical Observation and Methods (3:0:3,F) Supervised observation of clinical assessment and management of individuals with communication disorders. No textbook is required.

AHSL 7322 Auditory Processing Disorders (3:2:1,F) This course is designed to address the functional aspects of the auditory system. It will include an overview of anatomy, testing for auditory processing disorders, differential diagnosis, and management. It will also include information on differentiating functional difficulties as symptomology of other disabilities versus auditory processing disorders as the primary diagnosis. ISBN: 978-1-5-9756562-2

AHSL 7330 Speech and Language Development and Disorders (3:3:0,F)

An overview of speech and language development and the basic principles of assessment and treatment for speech sound and language disorders. Includes a review of phonetics and a special focus on speech and language problems in persons with hearing loss. ISBN: 978-0-13-707347-4

AHSL 7344 Clinical Amplification (3:2:1,F) Basic process of hearing aid evaluation and dispensing. Includes patient considerations, selection, verification and validation measures, introduction to hearing aid systems, etc. earmold impression and earmold selection included. ISBN: 978-1-59756-347-5

AHSL 7348 Educational Audiology (3:3:0,F) Audiological considerations in educational settings. The incidence, treatment, and educational sequela of hearing impairment in the auditory-verbal classroom will be covered. ISBN: 978-1-4180-4130-4

AHSL 7350 Pediatric Audiology (3:3:0,F) A study of behavioral and objective audiological evaluation, as well as the habilitation and rehabilitation, of infants and children. ISBN: 978-1-5-9756245-4

AHSL 7352 Clinical Disorders in Audiology (3:3:0,F) The purpose of this course is to provide students with information to understand the following areas: 1) the anatomy and physiology of auditory mechanisms; 2) etiology and pathology of auditory disorders; and 3) audiological and otologic evaluation/management of auditory disorders. ISBN: 978-076930020-7

AHSL 7364 Auditory Electrophysiology (3:3:0,F) Covers clinical and theoretical knowledge and applied skills of normal and pathological auditory systems. This course will provide clinical instruction in the application of electrophysiological testing techniques and interpretation. Emphasis will be placed on evaluation of auditory functional and site of lesion testing, protocols, and interpretation. ISBN: 978-1604063639

AHSL 7365 Balance Function (3:3:0,F) Covers theoretical knowledge and applied skills of normal and pathological vestibular system. ISBN: 978-1-5-9756547-9

AHSL 7370 Implantable Devices in Audiology (3:3:0,F) Electrophysiology of implantable devices. Also includes processor strategies, and speech/language learning in prelingually deafened listeners. ISBN: 978-1-59756-552-3

AHSL 7390 Clinical Practicum - Individualized Experience (3:0:3,F) The course is intended to allow for individualized student instruction of clinical procedures and protocols. This course may be repeated for credit. No textbook is required.

AHSL 7392-7399 Clinical Practicum (3:0:3,F) Supervised clinical practicum in audiology. No textbook is required.

AHSL 7440 Fundamentals of Sound and of the Auditory System (4:4:0,F) This course is an in-depth exposure to the structure and function of the auditory system, including principles of the physics of sound as applied to physiology of auditory structures. Emphasis is placed on peripheral structure and function, up to and including important brainstem nuclei. An introduction to cortical structures and processing is presented. ISBN: 978-078178047-6; ISBN: 978-0-2-05335534

AHSL 7442 Psychoacoustics and Auditory Perception (4:3:1,F) This course will present the physiological bases of auditory perception and the corresponding behavioral manifestations, including higher-level cognitive and developmental aspects of speech perception. Includes laboratory. ISBN: 9789004252424

AHSL 7446 Diagnostic Audiology (4:3:1,F) This course will present advanced diagnostic techniques for children and adults including those from diverse populations or with special needs. ISBN: 978-1-5-8890542-0



Doctor of Philosophy in Communication Sciences and Disorders

Program Description

The Department of Speech, Language, and Hearing Sciences offers a Doctor of Philosophy (Ph.D.) degree in Communication Sciences and Disorders. The program is designed to prepare students with the competencies and abilities to perform in academic, research, and industrial positions. In addition, the program prepares students to meet the growing demands at local, state, regional, and national levels for doctoral level instructors/mentors.

The Ph.D. program offers an individualized program which allows each doctoral student to have both broad underpinnings of audiology, speech-language pathology, and/or communications sciences, along with a narrow focus in his/her chosen areas of expertise. As such, each student will be able to study and excel in an individually constructed plan of study that is tailored to the student's area of interest and specialization.

Admission to the Program

Admission to the Ph.D. program in Communication Sciences and Disorders is competitive. Prospective students are urged to apply for admission as early as possible. Admission requirements include (1) completion of online application to the Ph.D. program in communication sciences and disorders, (2) submission of official transcripts, (3) three letters of recommendation, (4) GRE scores, (5) undergraduate or graduate degree in Speech, Language and Hearing Sciences or other related fields such as psychology, linguistics, special education, electrical engineering, biomedical engineering, rehabilitation sciences, and biology, (6) cumulative graduate GPA of 3.0 or better, (7) letter of intent specifying area of interest, (8) copy of master thesis or research paper, (9) interview with at least one faculty member, (10) TOEFL or IELTS scores, if English is the second language, (11) resume, if available, (12) proof of appropriate immunizations against infectious diseases.

Program Curriculum

Students in the Ph.D. program in Communication Sciences and Disorders must earn a total of 81 graduate semester credit hours to meet the minimal credit requirements. The total degree requirement hours may consist of a combination of graduate transfer hours and graduate hours completed within the proposed program.

All students must complete a minimum of 57 semester credit hours in the Ph.D. program. Individualized degree programs will be determined by the student's planning committee. A minimum of 9 hours of statistics/research

design are required. In addition, a minimum of 12 semester credit hours must be taken within the Department of Speech, Language, and Hearing Sciences, and a minimum of 9 credit hours must be taken outside the department. Additional credit hours include required laboratory rotations and electives. The program requires a pre-dissertation project, comprehensive examination, and dissertation. In addition, the program provides students the opportunity to receive experience in teaching.

Course Descriptions

AHSL 7000 Doctoral Research (V:0:V,F) Enrollment associated with clinical research project. Instructor permission is required. May have 2 enrollments for credits. No textbook is required.

AHSL 7005-7007 Doctoral Research (V:0:V,F) Enrollment associated with clinical research project. Instructor permission is required. May have 2 enrollments for credits. No textbook is required.

AHSL 8000 Doctoral Research Seminar (V:0:V,F) Students will enroll in pre-dissertation research projects. This research is expected to make a significant contribution to the student's chosen area of study. No textbook is required.

AHSL 8001 Doctoral Research Seminar (V:0:V,F) Students will enroll in pre-dissertation research projects. This research is expected to make a significant contribution to the student's chosen area of study. No textbook is required.

AHSL 8002 Doctoral Research Seminar (V:0:V,F) Students will enroll in pre-dissertation research projects. This research is expected to make a significant contribution to the student's chosen area of study. No textbook is required.

AHSL 8003 Doctoral Research Seminar (V:0:V,F) Students will enroll in pre-dissertation research projects. This research is expected to make a significant contribution to the student's chosen area of study. No textbook is required.

AHSL 8320 Cortical Connections (3:3:0,F) This course will study the functional significance of the complex array of connections between cortical regions and subcortical regions that support cortical functions. Topics covered include brain & language, animal communication, motor speech processes, the descending pathways, memory & attention, cortical processing of pitch information, thalamocortical organization, cerebellum & cognition, perception of complex sounds, and sound source localization. No textbook is required.

AHSL 8321 Evidence-Based Practice in Communication Disorders (3:3:0,F) This course is designed to prepare students for understanding and conducting research in speech and language science. Emphasis is placed on how to conduct a literature search and write a literature review. Students will learn how to present research findings at professional meetings and how to apply research findings in evidence-based practice. No textbook is required.

AHSL 8322 Advanced Auditory Research (3:3:0,F) Seminar devoted to the understanding of frontier knowledge in the area of auditory research and to applying the knowledge in developing and performing research projects. May be repeated as topic varies. No textbook is required.

AHSL 8323 Seminar in Language and Culture (3:3:0,F) Selected topics on language and culture will be explored through reading of current research in the field. Topics include psycholinguistics, sociolinguistics, dialects, language variations, bilingualism, multicultural and multilingual communication, speech perception and production, and language development. May be repeated as topic varies. No textbook is required.

AHSL 8324 Seminar in Augmentative and Alternative Communication (3:3:0,F) The purpose of this course is to present the theoretical and clinical basis of AAC. Emphasis will be placed on evaluating efficacy of AAC intervention with individuals with developmental and acquired disabilities. Discussions will include application of relevant research methodologies in clinical settings. May be repeated as topic varies. No textbook is required.

AHSL 8325 Seminar in Speech Perception (3:3:0,F) Seminar devoted to the area of understanding speech. Topics will include research and clinical application of speech perception studies. May be repeated as topic varies. No textbook is required.

AHSL 8328 Seminar in Pediatric Audiology (3:3:0,F) Selected studies in infant, child, and adolescent audiology. Studies can include areas such as diagnostic audiology, aural rehabilitation in children, and educational audiology. May be repeated as topic varies. No textbook is required.

AHSL 8330 Seminar in Healthcare Policy and Administration (3:3:0,F) Seminar devoted to the study of major issues facing U.S. healthcare in the 21st century. Topics will include an overview of U.S. healthcare organizations and delivery systems, economics of healthcare policy, issues of access to care, managed care, quality assessment, and healthcare finance. ISBN: 978-156793274-4; ISBN: 978-1567933543; ISBN: 978-156793253-9

AHSL 8332 Seminar in Neural Bases of Adult Communication Disorders (3:3:0,F) Seminar devoted to the study of the impact of neurological impairments on the speech, language, cognition, and swallowing abilities of adults. Topics will include the neural basis of dysarthria, apraxia of speech, aphasia, dementia, and dysphagia in adults. Links will be made between neural basis and clinical behavior, as well as evidence based practice interventions. No textbook is required.

AHSL 8333 Seminar in Neural Bases of Pediatric Communication Disorders (3:3:0,F) Seminar devoted to the study of the impact of neurological impairments on the speech, language, cognitive, social, and swallowing abilities of children. Topics will include the neural basis of common pediatric

communication disorders, childhood apraxia of speech, and others. Links will be made between the neural basis and clinical behavior, as well as evidence based practice interventions. No textbook is required.

AHSL 8334 Seminar in Cross-disciplinary Research in Speech and Hearing (3:3:0,F) Selected studies in communication sciences, offering the opportunity for cross-disciplinary interaction between faculty and students. Studies can include speech-language pathology, audiology, speech science, hearing science, or related fields. No textbook is required.

AHSL 8335 Seminar in Treatment for Adult Neurogenic Disorders (3:3:0,F) Seminar devoted to discussing and critically evaluating strategies for people with neurogenic communication disorders. Emphasis will be placed on evaluating efficacy of contemporary intervention techniques with individuals who have adult neurogenic communication disorders. No textbook is required.

AHSL 8336 Seminar in Advanced Vestibular Issues (3:3:0,F) Seminar devoted to the area of understanding vestibular and balance issues. Topics include discussion about the physiological basis of the vestibular/balance system, pathophysiology of disorders, methods and evaluation of vestibular rehabilitation, and research in these areas. No textbook is required.

AHSL 8337 Seminar in Brain and Language (3:3:0,F) The focus of this seminar is to learn about central issues in brain and language research. Emphasis will be placed on what is known about neurological basis of aphasia. Students will focus on the relationship between brain and language in terms of their scientific and methodological aspects. No textbook is required.

AHSL 8338 Seminar in Clinical Phonetics: Acoustic and Articulatory Studies of Speech Disorders (3:3:0,F) Seminar devoted to the area of acoustic phonetic and physiological phonetic characteristics of speech disorders, such as: dysarthria, aphasia, apraxia, and developmental articulation disorders. Emphasis will be placed on methods of describing speech disorders from an acoustic perspective through the study of classic and recent research studies; however, physiological mechanisms underlying the disordered acoustic signal will also be selectively addressed. The course will include laboratory exercises in the acoustic analysis of normal and disordered speech. No textbook is required.

AHSL 8340 Laboratory Rotation I (3:0:3,F) First of three laboratory rotations required in the Ph.D. program. The primary purpose of the Laboratory Rotation is to provide doctoral students with the opportunity to experience different laboratory environments and research areas and in so doing, assist him or her in choosing a research area for dissertation work. No textbook is required.

AHSL 8341 Laboratory Rotation II (3:0:3,F) Second of three laboratory rotations required in the Ph.D. program. The primary purpose of the Laboratory Rotation is to provide doctoral students with the opportunity to experience

different laboratory environments and research areas and in so doing, assist him or her in choosing a research area for dissertation work. No textbook is required.

AHSL 8342 Laboratory Rotation III (3:0:3,F) Third of three laboratory rotations required in the Ph.D. program. The primary purpose of the Laboratory Rotation is to provide doctoral students with the opportunity to experience different laboratory environments and research areas and in so doing, assist him or her in choosing a research area for dissertation work. No textbook is required.

AHSL 8343 Seminar in Grant Writing and Sponsored Projects (3:3:0, F) This seminar is designed to increase understanding of internal/external funding mechanisms and to provide training to Ph.D. students in grant preparation and funding opportunities. Topics include discussion about various types of external and internal funding opportunities, focusing on NIH and NSF funding, components of grant proposals, currently available grant writing resources, ethical issues related to grant writing, and budgeting and planning skills. No textbook required.

AHSL 8344 Analysis and Processing of Speech Signals (3:3:0,F) Computational analysis and synthesis of speech signals will be covered. Topics may include digital signal processing with MATLAB; analysis of frequency and temporal properties of phones, words and sentences; coding for speech recognition; speech quality analysis; and building speech-based stimuli for experiments. No textbook required.

AHSL 8345 Fundamentals of Effective College Teaching (3:3:0,F) This seminar is designed to acquaint graduate students with some of the principles and theories of higher education and with instructional practices associated with effective college teaching. This information applies without regard to the particular nature of the subject matter being taught, with an emphasis on the educational process rather than disciplinary content. Topics can include development of philosophy of teaching statement, development of a course syllabus with effective learning objectives, integration of technology with teaching pedagogy, designing and delivering an effective lecture presentation, preparation of teaching portfolio, development of testing and grading structures, and introduction to resources available to university instructors. No textbook required.

AHSL 8350 Intermediate Statistical Methods (3:3:0,F) Intermediate concepts of research and statistics for communication and rehabilitation scientist. ISBN: 0-13-171640-9

AHSL 8360 Advanced Statistical Methods (3:3:0,F) Advanced concepts of research and statistics for communication and rehabilitation scientist. No textbook is required.

AHSL 9000 Doctoral Dissertation (V:0:V,F) The Doctor of Philosophy degree in Communication Sciences and Disorders is a research degree and is conferred

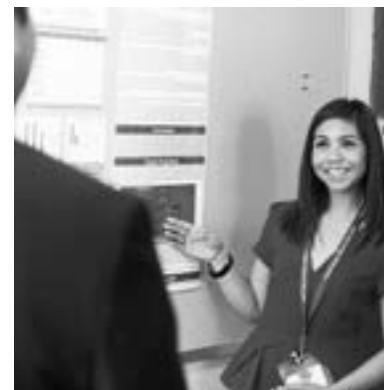
only in recognition of high achievement in independent scientific research and scholarship. No textbook is required.

AHSL 9001 Doctoral Dissertation (V:0:V,F) The Doctor of Philosophy degree in Communication Sciences and Disorders is a research degree and is conferred only in recognition of high achievement in independent scientific research and scholarship. No textbook is required.

AHSL 9002 Doctoral Dissertation (V:0:V,F) The Doctor of Philosophy degree in Communication Sciences and Disorders is a research degree and is conferred only in recognition of high achievement in independent scientific research and scholarship. No textbook is required.

AHSL 9003 Doctoral Dissertation (V:0:V,F) The Doctor of Philosophy degree in Communication Sciences and Disorders is a research degree and is conferred only in recognition of high achievement in independent scientific research and scholarship. No textbook is required.

Courses may also include curriculum from graduate programs in the Department of Speech, Language, and Hearing Sciences. Individualized degree programs also include courses from departments at Texas Tech University and the Texas Tech University Health Sciences Center.



DEPARTMENT OF LABORATORY SCIENCES AND PRIMARY CARE



Bachelor of Science in Clinical Laboratory Science

Program Description

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

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

This program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS can be contacted at:

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

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

Special Features

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

Some states require an additional state licensure (California, Florida, Georgia, Hawaii, Louisiana, Montana, Nevada, New York, North Dakota, Puerto Rico, Rhode Island, Tennessee, and West Virginia). Since each state has its own set of rules and guidelines, you must contact the licensure agency in each state for

information about these requirements which can be found at <http://www.ascp.org/Board-of-Certification/Verification-of-Certification#tabs-2>

Essential Functions

A student admitted into the Clinical Laboratory Science program must meet basic and essential requirements that are necessary to be able to obtain employment in the field of clinical laboratory medicine. The essential functions identified are the following:

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

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

3. **Auditory Acuity:** The student **must** be able to hear well enough to respond to significant sounds in a clinical lab. Examples would include (but are **not** limited to) being able to hear the telephone ring; hearing a fire alarm or other warning system; being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor.

4. **Verbal Communication Skills:** The student **must** be able to speak the English language in a manner that is understandable (this being both clear distinct words and adequate volume) to persons on the telephone or other health care workers listening specifically to the student in person.

5. **Visual Acuity to read, write, discern colors, and use a microscope:** The student **must** have adequate eyesight such that he/she can recognize and distinguish gradients of color (such as on a urine reagent strip and special stains), read numbers and English words either on a video display screen,

computer printout, or legible handwriting, and interpret lines and points on graphs and charts.

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

General Recommendations for Laptop Computers

- Processor: Intel or AMD processor, 2.0 GHz or greater
- Operating System: Windows 7 or later, Mac OSX10.6 or higher
- Memory (RAM): 4GB or greater
- Storage: 120 GB SATA hard drive or greater
- Video: 128 MB video card or integrated graphics
- Network: Built-in LAN and 802.11n Wi-Fi
- Optical Drive: DVD +/- RW optical drive (optional)

Admission to the BSCLS Lubbock Campus Program

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

Pre-Professional Curriculum for BSCLS Lubbock Campus

Specific prerequisite courses must be completed before application to the professional phase of the Clinical Laboratory Science program.

A minimum overall GPA of 2.5 on a 4.0 scale and a grade of C or better in each prerequisite course is required. GPA calculations are based on required courses. Provisional admission may be offered to applicants with a GPA of less than 2.5. Such applications will be reviewed on an individual basis.

On the following page are example course plans using the Texas Tech equivalents of the prerequisite courses. Students wishing to enter the Clinical Laboratory Science program should choose either the standard, pre-med or pre-PA options. Substitution of courses may be authorized by the Program Director.

Standard Option Prerequisites

		FIRST YEAR	
Fall Semester Course			Credit Hours
CHEM 1307	Principles of Chemistry I		3
<i>School of Allied Health Sciences</i>			

CHEM 1107	Principles of Chemistry Lab I	1
BIOL 1403	A&P or Biology I	4
MATH 1320	College Algebra	3
ENGL 1301	Essentials of College Rhetoric	3

Total hours = 14

Spring Semester Course Credit Hours

CHEM 1308	Principles of Chemistry II	3
CHEM 1108	Principles of Chemistry II Lab	1
ENGL 1302	Advanced College Rhetoric	3
BIOL 1404	Biology II or A&P	4
	*Elective	3

Total hours = 14

SECOND YEAR

Fall Semester Course Credit Hours

CHEM 2303	**Introduction to Organic Chemistry	3
CHEM 2103	**Introduction to Organic Chemistry Lab	1
HIST 2300	U.S. History to 1877	3
POLS 1301	American Government Organization	3
	*Elective	3
	*Elective	3

Total hours = 16

Spring Semester Course Credit Hours

MBIO 3401	Principles of Microbiology	4
HIST 2301	U.S. History after 1877	3
POLS 2302	American Public Policy	3
	Science Elective	3-4

Total hours = 13 - 14

* Electives must be two behavioral sciences, one humanities and one visual performing arts. Please see advisor.

** Organic 3305/3105 can be substituted.

Pre-Med Option Prerequisites

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

and professional potential the best opportunity to successfully gain admission to medical school.

Standard prerequisites plus the following:

Organic Chemistry I & II	8 hours
Physics I & II	8 hours
Calculus I or Statistics	3 hours
Biochemistry	4 hours

Pre-Physician Assistant Option Prerequisites

Standard prerequisites plus the following:

Organic Chemistry or Biochemistry	4 hours
Anatomy & Physiology	8 hours
Genetics	4 hours
Psychology	3 hours

Additional Admission Requirements:

- GPA: minimum 3.0 overall and science GPA (as calculated by CASPA)
- GRE
- All science courses must be intended for science majors
- Prerequisite courses completed in the last 7 years are preferred
- Required prerequisite courses must be taken at a regionally accredited US or Canadian college or university. Transfer credit from a school outside the US or Canada will not apply to the required prerequisite courses.

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

*Effective fall 2014, freshman curriculum matriculation will require 6 hours.

BSCLS Lubbock Campus Curriculum

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

FIRST YEAR

Fall Semester Course Credit Hours

AHMT 3400	Clinical Chemistry I	4
AHMT 3405	Clinical Bacteriology I	4
AHMT 3455	Principles of Immunology	4

AHMT 3110	Professional Issues in CLS	1
AHMT 4300	Applied Statistics and Research	3

Total hours = 16

Spring Semester Course	Credit Hours
AHMT 3310 Urinalysis and Body Fluids	3
AHMT 3450 Clinical Chemistry II	4
AHMT 3460 Clinical Bacteriology II	4
AHMT 3470 Hematology I	4

Total hours = 15

SECOND YEAR

Summer Semester Course	Credit Hours
AHMT 4405 Molecular Diagnostics	4
AHMT 4420 Laboratory Management	4
AHMT 4455 Parasitology/Mycology	4

Total hours = 12

Fall Semester Course	Credit Hours
AHMT 4185 Clinical Correlations	1
AHMT 3465 Immunohematology	4
AHMT 4640 Clinical Preceptorship I	6
AHMT 4480 Hematology II	4

Total hours = 15

Spring Semester Course	Credit Hours
AHMT 4741 Clinical Preceptorship II	7
AHMT 4842 Clinical Preceptorship III	8
AHMT 4105 Senior Seminar	1

Total hours = 16

Total Hours Required (Standard Option)

Prerequisites	57-58
Professional Curriculum	74
	131-132

Total Hours Required (Pre-Med Option)

Prerequisites	70
Professional Curriculum	72
	142

Total Hours Required (Pre-PA Option)

Prerequisites	77
Professional Curriculum	72
	149

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

Course Descriptions for BSCLS Lubbock Campus

AHMT 3110 Professional Issues in CLS (1:1:0,H) An overview and introduction to the profession. No textbook is required.

AHMT 3310 Urinalysis and Body Fluids I (3:3:3,F) Analysis of the physical, chemical, and microscopic parameters of urine and body fluids. Special emphasis is placed on understanding kidney function and pathology. ISBN: 978-0803639201

AHMT 3400 Clinical Chemistry I (4:3:6,F) An introduction to the basic principles, methodologies, and physiology of clinical chemistry. ISBN: 978-1455741656

AHMT 3405 Clinical Bacteriology I (4:3:6,F) Study of the isolation, cultivation, identification, and susceptibility testing of pathogenic bacteria. The taxonomy, physiology, and pathogenesis of medically important bacteria are covered. ISBN: 978-0323089890

AHMT 3450 Clinical Chemistry II (4:3:6,F) Prerequisite: AHMT 3400. The qualitative and quantitative chemical analysis of blood and other body fluids. Correlation of test results to health and disease states. ISBN: 978-1455741656

AHMT 3455 Principles of Immunology (4:3:4,F) Fundamentals of immunology and the human immune system. An introduction to the theory, practical application, and technical performance of immunologic and serologic procedures used in diagnostic laboratory medicine. ISBN: 978-0323085182; ISBN: 978-0803616998

AHMT 3460 Clinical Bacteriology II (4:3:6,F) Prerequisite: AHMT 3405. A continuation of AHMT 3405 with an emphasis in clinical virology, clinical correlations, and case studies and bioterrorism. ISBN: 978-0323089890

AHMT 3465 Immunohematology (4:3:4,F) Prerequisite: AHMT 3455. The theory, practical application, and technical performance of blood bank procedures required for transfusion of blood, blood components, and the handling and storage of blood components. Correlation of test results to normal and abnormal physiology. ISBN: 978-0803626829

AHMT 3470 Hematology I (4:3:4,F) An introduction to the study of coagulation, blood cells, blood forming organs, and related diagnostic laboratory procedures. ISBN: 978-0133076011; ISBN: 978-1455708307

AHMT 4105 Senior Seminar (1:0:1;0) A comprehensive review of topics in clinical laboratory science. ISBN: 978-0891895879; ISBN: 978-0781782029; ISBN: 978-0135126486

AHMT 4185 Clinical Correlations (1:1:0,H) Prerequisites: AHMT 3400, 3405, 3450, 3455, 3460, 3465, 3470, 4480. Review of current topics and case studies in clinical laboratory science. No textbook is required.

AHMT 4300 Applied Statistics and Research (3:3:0,H) Introduction to descriptive, inferential, and non-parametric statistics related to basic and clinical science. Introduction to the process of basic and clinical research and research design. Application of statistical analysis to assigned research projects. ISBN: 978-0781754590

AHMT 4405 Molecular Diagnostics (4:1:3,F) Introduction to basic genetics and genetic testing techniques used in molecular and forensic pathology. ISBN: 978-0803626775

AHMT 4420 Laboratory Management (4:4:0,H) An introduction to management with emphasis upon management issues and concerns specific to the clinical laboratory. ISBN:978-0130495389

AHMT 4455 Clinical Parasitology and Mycology (4:4:6,F) Prerequisite: AHMT 3405, 3460. Study of medically significant protozoan and helminthic parasites and their vectors and pathogenic fungi. Emphasis is placed on laboratory methods and isolation and identification of these agents of disease. ISBN: 978-0323089890; ISBN: 978-0803625433; ISBN: 978-0803600362

AHMT 4480 Hematology II (4:3:4,F) Prerequisite: AHMT 3470. The study of blood cells and their abnormalities with emphasis on disease processes. ISBN: 978-1455708307; ISBN: 978-0133076011

AHMT 4640 Clinical Preceptorship I (6:6:0,H) A course designed for the senior student to begin preparation for supervised clinical practicum in an affiliated clinical laboratory.

AHMT 4741 Clinical Preceptorship II (7:7:40,F) An intermediate supervised clinical practicum in an affiliated clinical laboratory. ISBN: 978-0781782029; ISBN: 978-0891895879; ISBN: 978-0135126486

AHMT 4842 Clinical Preceptorship III (8:8:40,F) An advanced supervised clinical practicum in an affiliated clinical laboratory. ISBN: 978-0781782029; ISBN: 978-0891895879; ISBN: 978-0135126486

AHMT 3015 Special Problems in CLS (V 1-3;H) Variable hour Independent Study class which will address a special topic in Clinical Laboratory Science.

Admission to the Second Degree BSCLS Program

This is a 12 month online, second degree tract in clinical laboratory science for students who have completed a four-year science degree from an accredited university. Didactic material is delivered online and laboratory sessions are conducted via one, six-day session in the Fall and Spring semesters. Additionally, a clinical laboratory preceptorship is required during the final semester. Candidates must have an overall 2.5 GPA based on a 4.0 scale and a 2.5 science GPA on a 4.0 scale. Students who complete requirements for the degree are eligible to sit for the national certification examination through the American Society of Clinical Pathology Board of Certification (BOC).

Prerequisite Course Requirements for Second Degree BSCLS

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

- 12 credit hours of Biological Sciences with laboratory
- 8 credit hours of Basic Chemistry with laboratory
- 4 credit hours of Organic Chemistry with laboratory
- 4 credit hours of Microbiology with laboratory
- 3 credit hours of Statistics

**recommended courses: Immunology, Anatomy, Physiology, Genetics, Cell Biology, and upper division Microbiology*

Graduates Not from Texas Public Universities

A second bachelor's degree sought by a student who did not graduate from a public Texas university must include the required Core Curriculum:

Communication	
* English 1301 Composition I	3 hours
* English 1302 Composition II	3 hours
Mathematics	
Courses with prefix MATH	3 hours
Natural Sciences	
Courses with prefixes BIOL, CHEM, GEOL, PHYS, or other natural sciences	6 hours

Creative Arts	
<i>Any art, music, drama, or theatre arts course</i>	3 hours
Language, Philosophy and Culture	
<i>Any literature, philosophy, modern or classical language/literature, or cultural studies course</i>	3 hours
Social and Behavioral Sciences	
* <i>HIST 1301 United States History I</i>	3 hours
* <i>HIST 1302 United States History II</i>	3 hours
<i>(Students may substitute 3 credit hours of Texas History for 3 credits of United States History)</i>	
* <i>GOVT 2301 American Government I</i>	3 hours
* <i>GOVT 2302 American Government II</i>	3 hours
<i>Any psychology, sociology, or anthropology course</i>	6 hours
Core Curriculum Electives	
<i>Must be a natural science or biological science</i>	3 hours
* <i>Course numbers listed are based on the Texas Common Course Numbering System (TCCNS). Check with your academic institution to verify the course number that corresponds with the TCCNS number.</i>	

Admission to the CLS Certificate Program

This is a 12 month online, certificate tract in clinical laboratory science for students who have completed a four-year science degree from an accredited university. Didactic material is delivered online and laboratory sessions are conducted via one, six-day session the Fall and Spring semesters. Additionally, a clinical laboratory preceptorship is required during the final semester. Candidates must have an overall 2.5 GPA based on a 4.0 scale and a 2.5 science GPA on a 4.0 scale. Students who complete requirements for the certificate are eligible to sit for the national certification examination through the American Society of Clinical Pathology Board of Certification (BOC).

Prerequisite Course Requirements for CLS Certificate Program

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

- 12 credit hours of Biological Sciences with laboratory
- 8 credit hours of Basic Chemistry with laboratory
- 4 credit hours of Organic Chemistry with laboratory
- 4 credit hours of Microbiology with laboratory
- 3 credit hours of Statistics

**recommended courses: Immunology, Anatomy, Physiology, Genetics, Cell Biology, and upper division Microbiology*

Second Degree & Certificate CLS Curriculum

Fall Semester Course	Credit Hours
AHSD/AHLC 4341 Foundations of Hemastasis	3
AHSD/AHLC 4343 Foundations of Clinical Chemistry	3
AHSD/AHLC 4345 Foundations of Clinical Microbiology	3
AHSD/AHLC 4450 Clinical Laboratory Practice I	4

Total hours = 13

Spring Semester Course	Credit Hours
AHSD/AHLC 4242 Advanced Hematology	2
AHSD/AHLC 4144 Analysis of Body Fluids	1
AHSD/AHLC 4145 Principles of Molecular Diagnostics	1
AHSD/AHLC 4146 Advanced Microbiology	1
AHSD/AHLC 4147 Clinical Immunology	1
AHSD/AHLC 4348 Foundations of Immunohematology	3
AHSD/AHLC 4451 Clinical Laboratory Practice II	4

Total hours = 13

Summer Semester Course	Credit Hours
AHSD/AHLC 4752 Preceptorship	7
AHSD/AHLC 4149 Principles of Laboratory Management	1
AHSD/AHLC 4153 Seminar	1

Total hours = 9

Total hours = 35

Second Degree & Certificate CLS Course Descriptions

AHSD/AHLC 4144 Analysis of Body Fluids (1:1:0,0) A concise review of analysis of the physical, chemical, and microscopic parameters of urine and other body fluids. Some emphasis is placed on understanding kidney function and pathology. ISBN: 978-0781782029

AHSD/AHLC 4145 Principles of Molecular Diagnostics (1:1:0,0) An introduction to the basic principles of genetics and the practice of genetic testing techniques with an emphasis on human genetic disease. ISBN:10:0-8036-2677-0; ISBN: 13:978-0-8036-2677-5, ISBN: 978-0781782029

AHSD/AHLC 4146 Advanced Microbiology (1:1:0,0) Prerequisite: AHSD 4345. A study of pathogenic mycobacteria, viral agents, fungi, and medically significant protozoan and helminthic parasites. Study includes overview of transmission and associated diseases and emphasis on laboratory isolation and identification of these pathogens. ISBN: 0-8036-07881; ISBN: 978-0781782029; ISBN: 0-803600364; ISBN: 14: 978-0-323-08989-0

AHSD/AHLC 4147 Clinical Immunology (1:1:0,0) Fundamentals of immunology and the human immune system. An introduction to the theory, practical application, and technical performance of immunologic and serologic procedures used in diagnostic laboratory medicine. ISBN: 978-0323085182; ISBN: 978-0781782029

AHSD/AHLC 4149 Principles of Laboratory Management (1:1:0,0) An introduction to management with emphasis upon management issues and concerns specific to the clinical laboratory. ISBN: 978-0130495389

AHSD/AHLC 4153 Seminar (1:1:0,0) A comprehensive review of topics in clinical laboratory science. ISBN: 978-0891895879; ISBN: 978-013516486; ISBN: 978-0781782029

AHSD/AHLC 4242 Advanced Hematology (2:2:0,0) Prerequisite: AHSD 4341. A concise review of hematological disorders. The diagnostic implications and laboratory diagnosis of anemias, polycythemias, leukemias and, lymphomas is included. ISBN: 978-1455708307; ISBN: 978-0781782029

AHSD/AHLC 4341 Foundations of Hemostasis (3:3:0,0) A concise review of the process of coagulation, platelet hemostasis, and the structure and related function of red and white blood cells. ISBN: 978-1455708307; ISBN: 978-0781782029

AHSD/AHLC 4343 Foundations of Clinical Chemistry (3:3:0,0) An introduction to the principles and practice of clinical chemistry. Correlation of chemistry test results to health and disease states is included. ISBN: 978-0781782029

AHSD/AHLC 4345 Foundations of Clinical Microbiology (3:3:0,0) A study of medically important bacteria and associated diseases. Emphasis is placed on laboratory diagnosis, including cultivation, isolation, identification, and susceptibility testing of bacterial pathogens. ISBN: 978-03230-89890; ISBN: 978-0781782029; ISBN: 978-032-3047807

AHSD/AHLC 4348 Foundations of Immunoematology (3:3:0,0) Prerequisite: AHSD 4147. The theory, practical application, and technical performance of blood bank procedures required for transfusion of blood, blood components, and the handling and storage of blood components. Correlation of test results to normal and abnormal physiology. ISBN: 978-0803612488; ISBN: 978-0781782029; ISBN: 13:97-0-803-626829

AHSD/AHLC 4450 Clinical Lab Practice I (4:0:48,F) A laboratory experience that exposes students to basic procedures and skills needed to satisfactorily perform testing in a clinical lab setting. Topics include pre-analytical, analytical, and post-analytical components of Hemostasis, Clinical Chemistry, and Clinical Microbiology testing. ISBN: 978-0-8036-1699-8

AHSD/AHLC 4451 Clinical Lab Practice II (4:0:48,F) Prerequisite: AHSD 4450. A laboratory experience that exposes students to procedures and skills needed to satisfactorily perform testing in a clinical lab setting. Topics include pre-analytical, analytical, and post-analytical components of: Advanced Hematology, Analysis of Body Fluids, Molecular Diagnostics, Advanced Microbiology, Clinical Immunology, and Immunoematology testing. No textbook is required.

AHSD/AHLC 4752 Clinical Preceptorship (7:0:40,H) Prerequisites: AHSD/AHLC 4341, AHSD/AHLC 4242, AHSD/AHLC 4144, AHSD/AHLC 4147, AHSD/AHLC 4348, AHSD/AHLC 4345, AHSD/AHLC 4146, AHSD/AHLC 4450, AHSD/AHLC 4451, AHSD/AHLC 4343, AHSD/AHLC 4145. An advanced supervised clinical practicum in an affiliated clinical laboratory. No textbook is required.



Master of Science in Molecular Pathology

Program Description

Developments in biotechnology in the past two decades have led to the clinical diagnostic laboratory entering a new phase of development and expansion. For the first time in the history of the diagnostic laboratory, molecular pathology is extending the range of information available to physicians, research scientists, and other health professions. Biotechnology, in all its forms, is the fastest-growing discipline in the modern clinical laboratory. The rapid growth of genomics and molecular techniques available to the healthcare professional is dramatically changing the detection, treatment, and assessment of disease. The diagnostic molecular scientist is a professional who is qualified by academic and applied education to provide service in the molecular diagnosis of acquired, inherited and infectious diseases. The goal of molecular diagnostics is to enhance the value of clinical laboratory services by providing an environment in which new tests based on the application of knowledge and new techniques at the most basic cellular level (i.e. molecular techniques) can be established, validated and applied to the testing of patient specimens.

Essential Functions

A student admitted into the Molecular Pathology program must meet basic and essential requirements that are necessary to be able to obtain employment. The essential functions identified are the following:

1. **Mobility:**
 - a) The student **must** have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department.
 - b) The student **must** be able to lift his or her arms above shoulder height in order to place or remove items of ten pounds or less from shelves.
 - c) The student **must** be able to bend over at the waist or squat (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.
2. **Manual Dexterity:** The student **must** have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples would include (but are **not** limited to) being able to operate a computer keyboard; dial a telephone; handle cuvettes, sample cups, pipette tips, and reagent vials; pick up glass slides from table top, manipulate tools and instruments used in the clinical laboratory (including a microscope and pipettes); collect specimens, and use a pen or pencil to write the English language legibly.

3. **Auditory Acuity:** The student **must** be able to hear well enough to respond to significant sounds in a clinical lab. Examples would include (but are **not** limited to) being able to hear the telephone ring; hearing a fire alarm or other warning system; being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor.

4. **Verbal Communication Skills:** The student **must** be able to speak the English language in a manner that is understandable (this being both clear distinct words and adequate volume) to persons on the telephone or other health care workers listening specifically to the student in person.

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

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

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

This program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS can be contacted at:

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

Laptop Computer Requirement

Students are required to own or have access to a laptop computer for use in the classroom. Laptops are recommended to have the following:

General Laptop Requirements:

Processor: Intel or AMD processor, 2.0 GHz or greater
Operating System: Windows 7 or later, Mac OSX10.6 or higher

Memory (RAM): 4GB or greater
Storage: 120 GB SATA hard drive or greater
Video: 128 MB video card or integrated graphics
Network: Built-in LAN and 802.11n Wi-Fi
Optical Drive: DVD +/- RW optical drive (optional)

Special Features

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

Admission to the Program

To qualify for admission to the program, applicants must have completed or plan to complete a Bachelor's degree in a science discipline with all prerequisite courses from an accredited U.S. college or university prior to enrollment. A cumulative grade point average of 3.0 or above (on a 4.0 scale) is necessary to qualify for admission. Provisional admission may be offered to applicants with a GPA of less than 3.0. Such applications will be reviewed on an individual basis. Applications must be received by February 1st to be considered for summer enrollment of that year. Coursework begins in the summer semester. All qualified candidates selected by the MSMP admissions committee will be invited for an on-campus interview. The GRE is not required.

Admission Requirements

- Graduate of a NAACLS accredited Clinical Laboratory Science Program (cumulative 3.0 GPA) with a national certification in clinical laboratory science
- or
- Graduate of an accredited university with a Bachelor's degree in a science discipline which includes the following courses:

General Chemistry with lab	8 semester hours
Microbiology	4 semester hours
Biochemistry	3-4 semester hours
Cell Biology (recommended)	4 semester hours
Anatomy & Physiology (recommended)	4 semester hours
College Algebra	3 semester hours
General Biology	8 semester hours
Organic Chemistry	8 semester hours
Genetics	3-4 semester hours

Molecular Pathology Curriculum

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course director or Program Director.

Summer Semester Course		Credit Hours
AHMP 5406	Molecular Biology of the Cell	4
AHMP 5400	Research Design and Statistical Analysis	4
AHMP 5100	Issues In Molecular Pathology	1

Total Hours = 9

Fall Semester Course		Credit Hours
AHMP 5805	Applied Molecular Techniques I	8
AHMP 5407	Pathophysiology/Clinical Laboratory	4
AHMP 5309	Human Molecular Genetics	3
AHMP 5341	Graduate Research I	3

Total Hours = 18

Spring Semester Course		Credit Hours
AHMP 5408	Applied Molecular Techniques II	4
AHMP 5301	Management of the Molecular Laboratory	3
AHMP 5102	Graduate Seminar	1
AHMP 5342	Clinical Preceptorship	3
AHMP 5441	Graduate Research II	4

Total Hours = 15

Course Descriptions

AHMP 5100 Issues in Molecular Pathology (1:2:0,F) Presentation of current topics regarding the biomedical application of genetic information. Ethical issues and professionalism will also be discussed. No textbook is required.

AHMP 5102 Graduate Seminar (1:1:0,H) Career preparation and independent study and prep for external certification in Molecular Pathology. ISBN: 978-0803626775

AHMP 5301 Management of the Molecular Laboratory (3:3:0,0) Business and management principles relative to laboratory management and administration will be presented. The purpose, function, and utilization of laboratory services, specimen procurement, patient education and consent, regulatory issues, and quality assurance are discussed. Specific requirements regarding accreditation of molecular pathology clinical laboratories will be reviewed and discussed. ISBN: 978-0130495389; ISBN: 978-0803626775

AHMP 5309 Human Molecular Genetics (3:3:0,0) Advanced human molecular genetics with an emphasis on the causative factors and diagnosis of human disease. The fundamental principles of medical genetics, including basic Mendelian genetics, the molecular and biochemical basis of genetics, developmental genetics, genetics of complex diseases, cancer, and epigenetics will be studied. Genetic counseling, carrier screening and prenatal diagnosis will be discussed. ISBN: 978-1588903365; ISBN: 978-0323053730

AHMP 5341 Graduate Research I (3:3:0, H) Independent research projects with mentor. Topics include writing a scientific article, critical evaluation of scientific literature, peer review, and an introduction to primary research in molecular biology. Writing intensive. No textbook is required.

AHMP 5342 Clinical Preceptorship (3:0:40,F) Supervised advanced molecular clinical practicum in an affiliated laboratory with emphasis on patient testing, quality assurance, and case studies assessment. No textbook is required

AHMP 5400 Research Design and Statistical Analysis (4:4:4,F) Introduction to the process of basic and clinical research design. Critical evaluation of the scientific literature will be a focus, including writing a literature review paper on a topic in molecular pathology. Introduction to descriptive, parametric, and non-parametric statistics. Includes laboratory component covering fundamental laboratory skills, proper equipment usage, and laboratory math. Writing Intensive. ISBN: 10-0-13-171640-9; ISBN: 978-0123756909. Lab notebook required: LIR{E-096-OLR-A, bookfactory.com

AHMP 5406 Molecular Biology of the Cell (4:6:0,F) Comprehensive survey course in eukaryotic molecular cell biology. Course covers the fundamental concepts of DNA and RNA structure and function, gene replication, transcription and expression, cell-cell communication and cell death in the eukaryotic system. A strong background in biology is assumed. ISBN: 978-0815341055

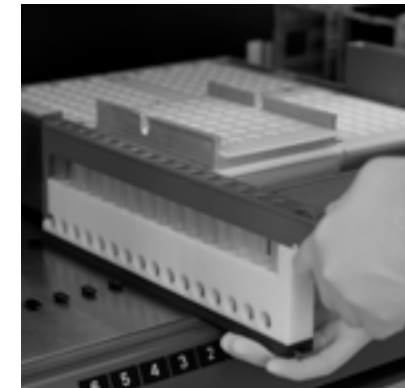
AHMP 5407 Pathophysiology (4:4:0, H) Presentation of the basis of human disease with regard to the major determinants of disease in human organ systems with discussion of normal anatomy and physiology. Survey of the clinical laboratory that includes common laboratory assays (Hematology, Clinical Chemistry, and Microbiology) addresses the purpose, function, and utilization of laboratory services. Specimen procurement, patient education and consent, and quality assurance are discussed. ISBN: 978-0-7817-5317-3; ISBN: 978-0781782029

AHMP 5408 Applied Molecular Techniques II (4:4:16,F) Prerequisite: AHMP 5405. Continuation of Applied Molecular Techniques I with advanced training and technical experience in the use of DNA and RNA technologies applied to the clinical setting. ISBN: 978-1-1460-3737-8; ISBN: 978-0803626775

AHMP 5441 Graduate Research II (4:4:0,H) Prerequisite: AHMP 5341. Advanced independent research projects. Topics include a hypothesis-driven primary research project in molecular diagnostics and biomedical science. Project comprises of assay design and validation, and culminates in a public research presentation. A secondary project includes application of molecular techniques in the design and creation of clinical procedures. Writing intensive. No textbook is required.

AHMP 5805 Applied Molecular Techniques I (8:4:16,F) Introduction to basic genetic testing techniques used in molecular and forensic pathology with discussion of quality laboratory practice including quality control, quality assurance, and quality improvement. Lab component will focus on the use of DNA technologies in clinical settings. ISBN: 978-0803626775; ISBN: 978-1-4160-3737-8

AHMP 5098 Special Topics in Diagnostic Molecular Science (V.1-6, H) Prerequisite: Permission of the Program Director. This course involves an independent project designed to meet the individual student's needs and/or interests. This may include, but is not limited to, a research project, or course/skill review. Textbook may be required.



Master of Physician Assistant Studies

The PA Profession

Physician Assistants are skilled healthcare professionals who are academically and clinically prepared to practice medical skills with the supervision of a licensed physician. With physician supervision, the PA can exercise autonomy in making medical decisions and provide a broad range of diagnostic and therapeutic services.

The PA is trained to take medical histories, perform physical examinations, order and interpret diagnostic tests, formulate a working diagnosis and implement a treatment/management plan. The clinical role of the PA includes primary and specialty care in medical and surgical practice settings in both urban and rural areas. PA practice is centered on patient care and patient advocacy. Patient education and counseling are important aspects of daily PA activity but the PA may also be involved in research or administrative duties.

PAs are physician-dependent healthcare providers, and that is a distinctive characteristic of the profession. The Physician – PA team is a close professional relationship built on trust and collegiality. The PA is trained to provide quality healthcare as an agent or extension of the physician. The PA is accountable to a supervising physician, and the physician is ultimately responsible for care rendered by the PA.

Accreditation

At its March 2015 meeting, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) continued the Texas Tech University Health Sciences Center Physician Assistant program on Accreditation - Probation until its next commission review in March 2016. Probation is a temporary status (usually limited to two years) of accreditation conferred when a program does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn. Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

Program Description

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

Admission to the Program

The PA Program begins in late May each year. The application for the 2015-2016 admissions cycle will open in late April. Admissions requirements are as follows:

- Baccalaureate Degree
- Official GRE scores (code 3652)
- A minimum overall and science GPA of 3.0 on a 4.0 scale is required. The CASPA calculated GPA will be utilized
- Completed (or plan to complete) prerequisite coursework (see table below with a grade of “C” or higher. Applicants with more than 9 hours of prerequisite courses in progress will not be reviewed.
- CASPA application with three letters of recommendation
- AP and CLEP credit will not be accepted for any science prerequisite courses.
- All required science courses must be intended for science majors. Required prerequisite courses must be taken at a regionally accredited US or Canadian college or university. Transfer credit from a school outside the US or Canada will not apply to the required prerequisite courses. Prerequisite courses completed in the last 7 years are preferred.

Required Courses

Prerequisite Course	Semester Hours
Microbiology	4
Anatomy and Physiology (human preferred)	8
Genetics	3
Organic Chemistry or Biochemistry	3-4
Statistics	3
Psychology	3

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

Application Process

Applications open each year in mid-April. The application deadline for all materials to be received by the TTUHSC School of Allied Health Science Admissions Office by December 1. Applicants must complete both a CASPA application and supplemental Merlin application. The CASPA application can be accessed through the following link: <https://caspa.liasoncas.com> The Merlin application can be accessed through the following link: <https://www.ttuhs.edu/merlin/>

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

Applicants who meet the above listed requirements and are deemed competitive candidates for admission will be invited to TTUHSC for an interview. The admissions committee selects the most qualified applicants for admission by considering the following: overall and science GPA, GRE Scores, interviews, community service, healthcare experience and shadowing, recommendation letters, essay, and other factors.

Laptop Requirements

All students are required to own or have access to a laptop computer with a privacy screen. Laptops are suggested to have a minimum of the following: 2.0GHz or greater processor, Windows 7 or later/MacOSX10.6 operating system, 4GB RAM, 120 GB hard drive, and Built-in LAN and 802.11n Wi-Fi.

Physician Assistant Curriculum

FIRST YEAR		Credit Hours
First Summer Semester Course		
AHPA 5101	Introduction to the PA Profession	1
AHPA 5306	Pharmacology I	3
AHPA 5301	Clinical Laboratory	3
AHPA 5406	Physiology	4
AHPA 5501	Human Anatomy	5

Total Hours = 16

First Fall Semester Course		Credit hours
AHPA 5502	Physical Examination	5
AHPA 5308	Neuroscience	3
AHPA 6306	Medical Psychology	3
AHPA 5307	Pharmacology II	3
AHPA 5302	Pathology	3
AHPA 5201	Medical Ethics & Jurisprudence	2

Total Hours = 19

First Spring Semester Course		Credit Hours
AHPA 5309	Pediatrics	3
AHPA 5411	Cardiology	4
AHPA 5403	Clinical Medicine I	4
AHPA 5304	Clinical Medicine II	3
AHPA 5412	Clinical Medicine III	4
AHPA 5313	Clinical Medicine IV	3

Total Hours = 21

SECOND YEAR

Second Summer Semester Course		Credit Hours
AHPA 6302	Medical Spanish	3
AHPA 6301	Clinical Medicine VI	3
AHPA 6501	Clinical Medicine V	5
AHPA 5310	Medical Interviewing	3
AHPA 6304	Healthcare Management	3

Total Hours = 17

Second Fall, Second Spring, and Third Summer Semester Courses*		Credit Hours
AHPA 6601	Family Medicine Clerkship	6
AHPA 6602	Internal Medicine Clerkship	6
AHPA 6603	Prenatal Care & Gynecology Clerkship	6
AHPA 6604	Pediatric Clerkship	6
AHPA 6605	Emergency Medicine Clerkship	6
AHPA 6606	Selective Clerkship	6
AHPA 6607	Psychiatry Clerkship	6
AHPA 6608	Surgery Clerkship	6

Total Hours = 48

**Clinical Study (6 week rotations)*

Throughout the Clerkship Year Course		Credit Hours
AHPA 6404	Master Project Track	4

Total Hours = 4

Course Descriptions

AHPA 5101 Introduction to the Physician Assistant Profession (1:1:0,F)

This lecture series explores the role and socialization of the physician assistant as a healthcare professional. The course discusses the history of the profession, the evolution of the physician – PA team, maintenance of professional credentials, professional organizations, program accreditation, professional liability, practice issues and future trends. ISBN: 978-0-8036-1812-1

AHPA 5201 Medical Ethics & Jurisprudence (2:2:0,F)

This course examines prominent ethical and legal issues in healthcare delivery. Students are engaged in discussion of ethical dilemmas relevant to clinical practice and introduced to the unique relationship of the healthcare provider and patient. The course also examines quality assurance and risk management, legal issues, practice statutes and rules regulating physician assistant practice in Texas. ISBN: 978-1455706570

AHPA 5301 Clinical Laboratory (3:3:0,F)

This lecture series describes the significance, ordering and interpretation of laboratory studies routinely ordered in the clinical setting. Concepts of microbiology, including immunology and infectious disease will be examined. Case studies are incorporated into the teaching process. ISBN: 978-1-60547-667-4

AHPA 5302 Pathology (3:3:0,F)

This lecture series integrates normal human physiology with the pathological basis of disease. It illustrates abnormal cellular physiologic function in disease conditions, introduces major concepts of cellular pathophysiology and demonstrates abnormal physiologic function in disease conditions. The principles of cellular pathophysiology are applied to organ system pathology and the study of representative and important diseases. The lectures examine the function of major organ systems in addressing the pathological basis for disease. This series discusses the molecular and genetic basis for selected diseases. ISBN: 978-0071806008

AHPA 5304 Clinical Medicine II (3:3:0,F)

This lecture series surveys the acute and chronic disease states frequently encountered in the primary care setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. The family medicine relevance to EENT, infectious disease, dermatology, hematology /oncology and alternative /complementary medicine and the important aspects of acute, chronic, continuing and rehabilitative care are explored. Referral of patients to other healthcare providers or agencies is discussed. Case studies and patient education are incorporated into the teaching process. ISBN: 0071824863; ISBN: 1-6152-5123-5; ISBN: 978-0071893025

AHPA 5306 Pharmacology I (3:3:0,F)

This lecture series introduces the actions of basic pharmacologic agents in the human. The mechanism of action, principal actions and adverse reactions of conventional classes of drugs is

examined. A review of fundamental pharmacology calculations, measurements and symbols are performed. ISBN: 978-1-4511-1314-3

AHPA 5307 Pharmacology II (3:3:0,F) This lecture series builds on Pharmacology I. The action and interaction of pharmacological agents is discussed. Therapeutic applications, adverse reactions and contraindications to familiar drugs are considered. ISBN: 978-1-4511-1314-3

AHPA 5308 Neuroscience (3:3:0,F) This lecture series details the human nervous system, with emphasis on the recognition of neuroanatomical arrangement. The course explores neurophysiology and concepts of neurochemistry. ISBN: 978-0-07-179979-9

AHPA 5309 Pediatrics (3:3:0,F) This lecture series surveys the acute and chronic disease states frequently encountered in the primary care setting as well as normal child growth and development, childhood immunizations, disease prevention, health maintenance and neonatology. Pediatric, patient physical examination is demonstrated and practiced. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. Referral of patients to other healthcare providers or agencies is discussed. Case studies and patient education are incorporated into the teaching process. This series discusses the genetic and molecular basis for selected diseases. ISBN: 9780071827348

AHPA 5310 Medical Interviewing (3:2:2,F) This course focuses on the “how to” aspects of patient interviewing, communication skills, and counseling skills. It stresses attributes of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients and a commitment to the patient’s welfare. Class sessions include lectures, interviewing labs and role-playing exercises. Small groups meet on a regularly scheduled basis each week to discuss and “actively” practice interviewing skills. This practice may include interviewing other students, simulated patients, or real patients in a medical setting. ISBN: 978-0-7817-3279-6; 978-0-8036-1246-4

AHPA 5313 Clinical Medicine IV (3:3:0,F) This lecture series surveys the acute and chronic disease states frequently encountered in the primary care setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. The family medicine relevance to genitourinary, reproductive (including family planning) and endocrinology processes including acute, chronic, continuing, rehabilitative care are explored. Referral of patients to other healthcare providers or agencies is discussed. Case studies and patient education are incorporated into the teaching process. This series discusses the genetic and molecular basis for selected diseases. ISBN: 978-1451117028; 978-0071781824

AHPA 5403 Clinical Medicine I (4:4:0,F) This lecture series examines the complex disease states frequently encountered in the adult internal medicine setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. The approach to problems in pulmonology and gastroenterology are explored including the important aspects acute, chronic, continuing and rehabilitative care. The role of proper nutrition for health and disease prevention is discussed. Referral of patients to other healthcare providers or agencies is discussed. The fundamentals of radiology are taught and students evaluate imaging studies. Case studies and patient education are incorporated into the teaching process. This series discusses the genetic and molecular basis for selected diseases. ISBN: 978-1-4160-6109-0; ISBN: 0071824863

AHPA 5406 Physiology (4:4:0,F) This lecture series investigates human physiology through a detailed explanation of the functions and activities of bodily processes as related to healthcare. It discusses the fundamental principles of cellular physiology, considers the important concepts necessary for understanding the integrated cellular function of the human body and develops the explanation of human physiology as relevant to the health professional. The lectures assimilate an approach to major organ systems and develop important concepts and principles necessary for understanding the integrated function of major organ systems of the human body. ISBN: 978-1-60913-427-3

AHPA 5411 Cardiology (4:3:1,H) This lecture series examines the complex disease states frequently encountered in the adult internal medicine setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing a problem oriented approach to diagnosis and treatment. The approach to problems in cardiology and EKG interpretation is explored. The course is taught utilizing a hybrid approach where traditional face-to-face lectures are delivered on-line and “hands-on” learning modules are incorporated utilizing case studies and patient simulation to enhance the learning experience and develop critical thinking skills. ISBN: 9781605477237; ISBN: 0071824863

AHPA 5412 Clinical Medicine III (4:3:1,F) This lecture series examines the complex Orthopaedic and Rheumatology disease states frequently encountered in the primary care medicine setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. Referral of patients to other healthcare providers or agencies is discussed. The approach to problems in Orthopaedic and Rheumatology disease processes including acute, chronic, continuing, rehabilitative care is explored. Case studies and patient education are incorporated into the teaching process. ISBN: 978-0-89203-579; 978-1-60913-808-0

AHPA 5501 Human Anatomy (5:4:2,F) This lecture / laboratory series encompasses a regional study of the gross morphological features of the human body emphasizing functional anatomy. A portion of the laboratory experience involves computer-assisted learning. ISBN: 13: 978-1-4160-5951-6; ISBN: 978-1-4511-1945-9

AHPA 5502 Physical Examination (5:3:2,F) This is a lecture / laboratory series in which the adult patient physical examination is demonstrated and practiced. Students learn and apply the techniques of a comprehensive physical examination with the proper use of diagnostic instruments. The laboratory experience utilizes students acting as patients, other simulated patients and real patients in a long term care facility. ISBN: 978-1-60913-762-5

AHPA 6301 Clinical Medicine VI (3:3:0,F) This lecture series surveys the acute and chronic disease states frequently encountered in the primary care setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. The family medicine relevance to the geriatrics population, neurology, nephrology, and speech and hearing disorders are addressed. Referral to patients to other healthcare providers and agencies is discussed. Case studies and patient education are incorporated into the teaching process. ISBN: 10:0071806334

AHPA 6302 Medical Spanish (3:3:0,0) This lecture series is designed to introduce the non-Spanish-speaking healthcare provider to basic and essential medical Spanish terminology in order to elicit information necessary to obtain a comprehensive medical history and perform a physical examination. The content is provided through an online source that students must purchase through the provider's website.

AHPA 6304 Healthcare Management (3:3:0,H) This lecture series informs and prepares the graduate for basic clinical office or hospital practice management. Discussion emphasizes reimbursement issues, coding/billing procedures, licensing and authorization of privileges that are exclusive to physician assistant practice. This course provides instruction in patient safety, quality improvement, prevention of medical errors and risk management. The impact of socioeconomic issues and healthcare delivery systems are also explored. ISBN: 978-1-567-9341-2-0

AHPA 6306 Medical Psychology (3:3:0,F) This lecture series analyzes acute and chronic psychiatric diseases frequently encountered in primary care clinical practice. It also explores personality development, child development, normative responses to stress, psychosomatic manifestations of illness and injury, sexuality, responses to death and dying and basic counseling techniques. Adherence to the concepts of privilege and confidentiality in communicating with patients and a commitment to the patient's welfare is stressed. The course will apply interviewing techniques, developed in AHPA 5310 – Medical

Interviewing, to the approach to the patient with a psychiatric illness. ISBN: 978-0-781-7825-3-1

AHPA 6404 Master Project Track (4:0:4,F) This course is taught during the end of rotation days held at the completion of each clerkship and includes a research and writing project. The basics of biomedical research are explored prior to the writing phase. Students are instructed on the techniques necessary to search and interpret the medical literature and its application to patient care. Students prepare and submit a manuscript for evaluation. The document must be informative, established from published evidence based research and stress current and operational knowledge of new medical findings. Throughout the clinical year during grand rounds at the end of each clinical rotation, the students are instructed and monitored in the stages of developing a text suitable for publication. ISBN: 978-1-284-034646

AHPA 6501 Clinical Medicine V (5:4:2,F) This lecture series explores specialized and tertiary healthcare. Students learn the importance of the relationship between primary care practice and specialty practices. Areas of study include medical specialties, surgical specialties, and emergency medicine. Technical healthcare in sophisticated, research and teaching hospitals is evaluated. This course prepares the student for clinical clerkships. Discussions address appropriate protocol, behavior and dress within the clinical setting. Weekly workshops enable students to learn and perform procedures that are essential to clinical practice. Students perform histories and physical examinations and develop further case presentation skills. Case studies and patient education are incorporated into the teaching process. ISBN: 978-0-7817-8495-5; ISBN: 978-0-07-178184-8

AHPA 6601 Family Medicine Clerkship (6:0:40,F) This clerkship provides experience with common diseases and chronic illnesses in the family practice setting and is composed of one six-week rotation. The learning experience includes the family medicine approach to direct care, initial care, comprehensive care and continuity of care. The student participates in the promotion and application of preventive medicine and wellness maintenance techniques as an important aspect of family practice. ISBN: 978-0071827348; ISBN: 0071824863; "Physician Assistant's Prescribing Reference", Prescribing Reference Inc.

AHPA 6602 Internal Medicine Clerkship (6:0:40,F) This clerkship provides clinical experience with acute and chronic illnesses seen in the general internal medicine practice and is composed of one six week rotation. The student experiences the traditional approach to the comprehensive care of adult patients to include continuity of care. Clinical experience in preventive medicine, health and wellness maintenance techniques, especially in secondary and tertiary settings, is provided. ISBN: 978-0071410250; 978-0717-4889-6; 978-1-605476759

AHPA 6603 Prenatal Care and Gynecology Clerkship (6:0:40,F) This clerkship provides a six-week clinical experience in the care of prenatal and gynecologic patients. Training will emphasize the examination of the female patient with focus on the most common gynecologic problems and their diagnostic assessment, the formulation of appropriate treatment plans, the utilization of preventive medicine modalities and the evaluation and education of the pre-natal patient. ISBN: 978-0071439008 "Physician Assistant's Prescribing Reference", Prescribing Reference Inc.

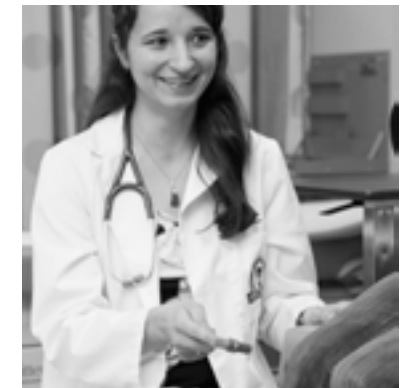
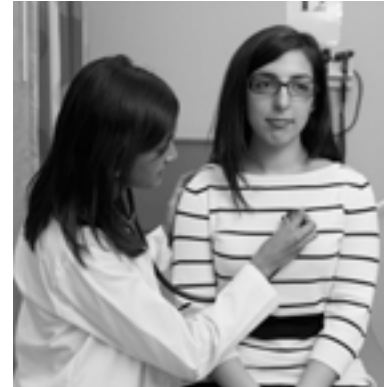
AHPA 6604 Pediatric Clerkship (6:0:40,F) The Pediatric clerkship is designed to provide PA students with experience in the specialty of pediatric medicine and is composed of one six week rotation. This clerkship provides the opportunity for students to gain general pediatric knowledge and to apply that clinical knowledge to the development of the necessary proficiency for a PA to function in a primary care pediatric setting. ISBN: 978-0071827348

AHPA 6605 Emergency Medicine Clerkship (6:0:40,F) The Emergency Medicine clerkship will provide the PA student with experience in the emergency department with urgent and emergent medical problems and with trauma and surgical cases and is composed of one six week rotation. It includes the emergency approach to direct initial and comprehensive care for patients in the acute care setting. ISBN:978-0-0714-1025-0

AHPA 6606 Selective Clerkship(6:0:40,F) The selective clinical clerkship provides the student with an opportunity to choose a clinical experience from the available fields of medicine offered by the program. The six-week rotation allows the student to create an additional knowledge base and to gain clinical experience in a medical sub-specialty or core competency area.

AHPA 6607 Psychiatry Clerkship (6:0:40,F) The six-week Psychiatry clerkship provides experience with common acute and chronic psychiatric diseases and illnesses in both the outpatient and inpatient settings. The student learns about and interacts with public and private treatment facilities for substance abusers and their affiliated support groups, local public counseling agencies, and state psychiatric facilities. ISBN: 978-1405105026; 978-1585623822

AHPA 6608 Surgery Clerkship (6:0:40,F) The six-week clerkship in surgery general provides experience in the presentation and treatment of surgical disease and illness. This rotation allows the PA student to experience the approach to and the management of the surgical patient in the pre-operative, intra-operative, and postoperative phase of care. ISBN: 978-1-60831-421-8



DEPARTMENT OF REHABILITATION SCIENCES



Master of Athletic Training

The Master of Athletic Training (MAT) program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100 Austin, TX 78731-3184 (<http://www.caate.net>).

The AT Profession

“Certified Athletic Trainers are unique health care providers who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illness” as described by the National Athletic Trainers’ Association (NATA). Athletic Trainers are integral members of the healthcare team, working under the direction of a licensed physician and in collaboration with other healthcare professionals, administrators, coaches, and parents. Career opportunities exist in settings such as college/university athletic departments, secondary school systems, professional sports, sports medicine clinics, corporate/industrial settings, physicians offices, and other healthcare environments.

The American Medical Association recognized athletic training as an allied health profession in 1990. As athletic training has evolved into a recognized allied health profession, the profession has undergone major educational reform.

After graduating from an accredited professional education program, athletic trainers must pass the Board of Certification, Inc. (BOC) exam and/or meet the requirements of individual states, to practice athletic training. Additional credentialing requirements for athletic training vary from state to state according to athletic training practice acts and state regulations that govern athletic training. **A felony or misdemeanor conviction may affect a graduate’s ability to sit for the BOC examination or attain state licensure.**

Program Description

In July 2000, the Master of Athletic Training program at TTUHSC received notification from the Texas Higher Education Coordinating Board (THECB) that TTUHSC had been granted approval to offer the Master of Athletic Training degree beginning in the Fall of 2000. With THECB approval the Master of Athletic Training program began working toward accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The MAT program was granted CAAHEP accreditation in January 2004. As of July 1, 2006 all athletic training education programs (including the MAT program) are accredited by CAATE. The MAT program received the maximum (10 year) continuing accreditation by CAATE in 2009.

Educational reform in the field of athletic training and the needs of the West Texas area have prompted the development of an innovative, modern educational program in the School of Allied Health Sciences at Texas Tech University Health Sciences Center. The Master of Athletic Training degree program is a 59 semester credit hour, two-year lock step graduate program providing comprehensive

exposure to the field of Athletic Training. Classroom, clinical laboratory, and clinical experiences are integrated throughout the professional curriculum. Settings for clinical experiences include colleges, high schools, allied health clinics, as well as physicians' offices, and the opportunity to view a variety of surgical procedures. By providing clinical experience early in the professional education, students are able to integrate classroom and clinical skills. Students must pass a criminal background check in order to participate in clinical experiences. The program is housed on the Lubbock campus within the TTUHSC system. Upon graduation from the MAT program students will be eligible to sit for both the BOC and State licensure examinations, which vary by state. Individuals must pass these examinations before they are eligible to practice Athletic Training. Successful completion of the professional curriculum leads to a Master of Athletic Training degree.

Classes are limited to 25-30 full-time students to ensure optimal student/instructor ratios and to enable each student to receive comprehensive instructional and clinical experience. Students entering the program should have a laptop computer and be familiar with basic Internet skills, including the use of e-mail, searching the World Wide Web, and using a basic word processing package. Students without a laptop must purchase one and become familiar with it prior to beginning the program.

Admission to the Program

The athletic training program begins the Tuesday after Memorial Day each year. Class size is limited and the admissions process is very competitive.

Application Process

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

1. A completed and submitted online application (including essay)
2. Two letters of recommendation
3. A complete essay
4. Official transcripts from all colleges/universities attended (**see Prerequisites section*)
5. Verification of observation hours (**see Experience section*)

Additionally, the following information must be provided prior to a student's matriculation in the MAT program:

- Completed Essential Functions/Technical Standards form (**see Essential Functions section*)
- Verification of all required immunizations

All AT applications are submitted through ATCAS. Please go to <https://www.ttuhs.edu/merlin> to access ATCAS & the required supplemental application. The

application deadline is December 1st. It is in the best interest of the applicant to apply as early as possible. It is the applicant's responsibility to ensure all application materials have been received by ATCAS and the SOAHS Office of Admissions prior to the application deadline.

Qualified candidates selected by the Athletic Training Admissions Committee will be contacted for an interview. Fulfillment of the basic admissions requirements does not guarantee admission. Acceptance into the MAT program is based on a holistic scoring system including grade point average (cumulative and prerequisite courses), completion of all prerequisite courses, athletic training observation/experience, essay, letters of recommendation and interview (professional and scholastic aptitude) scores.

Prerequisite Courses

Applicants must have earned a Bachelor's degree from an accredited college or university, complete the application process (outlined above), and have completed or plan to complete all prerequisite courses with a 2.7 G.P.A. on a 4.0 scale and a "C" or better prior to enrollment.

Required Course	Semester Hours
Human Anatomy (or A&P I)	3-4
Human Physiology (or A&P II)	3-4
Exercise Physiology	3
Kinesiology/Biomechanics	3
Statistics (Tests & Measurement is not accepted)	3
Nutrition	3
Physics with lab (recommended)	(3)
Chemistry with lab (recommended)	(3)
Technical Writing (recommended)	(3)

Total Required Hours = 20

If prerequisite courses have not been completed in the last seven years, program director approval for acceptance of courses may be required.

TEXAS TECH UNIVERSITY EQUIVALENT COURSES

To qualify for admission, applicants must have completed or planned to complete all prerequisite courses from a regionally accredited two-year college, or college/university in the United States prior to enrollment. International students please see: http://www.ttuhs.edu/sah/prospective/international_applicants.aspx. The courses listed below are the Texas Tech University Equivalent of the prerequisite courses required to apply for admission into the Athletic Training program.

Biological Sciences	Credit Hours
ZOOL 2403 Human Anatomy	4

ZOOL 2404	Human Physiology	4
		Required Hours = 8
Statistics		Credit Hours
MATH 2300	Statistical Methods	3
or		
PSY 3400	Statistical Methods	3
		Required Hours = 3
Exercise Physiology		Credit Hours
ESS 3305	Exercise Physiology	3
		Required Hours = 3
Nutrition		Credit Hours
NS 1325	Nutrition, Foods, and Healthy Living	3
or		
NS 1410	Science of Nutrition	4
		Required Hours = 3
Health, Physical Education, & Recreation		Credit Hours
ESS 3301	Biomechanics	3
		Required Hours = 3
Chemistry (recommended)		Credit Hours
CHEM 1307	Principles of Chemistry I	3
CHEM 1107	(Lab)	1
		Recommended Hours = 4
Physics (recommended)		Credit Hours
Phys 1403	General Physics I	4
		Recommended Hours = 4
Technical Writing (recommended)		Credit Hours
ENGL 2311	Introduction to Technical Writing	3
		Recommended Hours = 3

GPA Requirements

To be considered for admission, cumulative and prerequisite grade point averages of 2.7 on a 4.0 scale are required. Additionally, students must possess a “C” or better in all prerequisite courses. Provisional admission may be offered to applicants with a GPA of less than 2.7. Such applications will be reviewed on an individual basis.

Experience

Applicants are expected to have some knowledge of the athletic training profession. This can be acquired in several ways: volunteer work, paid employee, and/or observation under the direction of a BOC credentialed (ATC) or a Texas licensed (LAT) athletic trainer. Applicants must have a minimum of 50 clock hours of observation experience under a BOC certified or a Texas licensed athletic trainer prior to submitting an application for admission. This experience must be acquired after earning high school diploma or equivalent.

Essential Functions (Technical Standards)

A student admitted into the Athletic Training program must meet essential functions/technical standards that are necessary to be able to obtain employment. These are established minimum physical and mental guidelines necessary for the MAT program. Prior to matriculation, all students must submit verification of their ability to perform at or above the minimum physical and mental guidelines established by the Department of Rehabilitation Sciences. A list of the essential functions for the MAT program and the Department of Rehabilitation Sciences can be found in the Department of Rehabilitation Sciences Student Handbook (<http://www.ttuhs.edu/sah/current/handbooks.aspx>) or obtained from the MAT Program Director. Please familiarize yourself with the essential functions document.

Transfer Policy

Students who wish to transfer to one of the Texas Tech University Health Sciences Center (TTUHSC) School of Allied Health Sciences (SOAHS) programs from an equivalent degree program must meet the specific program’s admissions criteria and be subjected to the same admissions process as a traditional applicant. Transfer students may be eligible for waiver from classes taken at their previous institution. The student must provide supporting documents specified by the program for courses to be waived. The decision to allow the student to waive the course will be made by the Program Director on a case-by-case basis. Meeting minimum requirements does not guarantee admissions.

Athletic Training Curriculum

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course instructor and the MAT Program Director.

		FIRST YEAR	
Summer Semester Course			Credit Hours
AHAT 5320	Introduction to Clinical Education		3
AHAT 5500	Human Anatomy		5
			Total Hours = 8

Fall Semester Course		Credit Hours
AHAT 5200	Research Methods	2
AHAT 5201	Clinical Experience I	2
AHAT 5215	Therapeutic Modalities	2
AHAT 5217	Pathophysiology	2
AHAT 5305	Biomechanics	3
AHAT 5303	Management & Prevention of Injuries	3

Total Hours = 14

Spring Semester Course		Credit Hours
AHAT 5312	Introduction to Therapeutic Exercise & Strength Training	3
AHAT 5206	Clinical Experience II	2
AHAT 5234	Pharmacology	2
AHAT 5322	Athletic Training Administration	3
AHAT 5324	Lower Extremity Evaluation	3

Total Hours = 13

SECOND YEAR

Summer Semester Course		Credit Hours
AHAT 5120	Research Directed Study I	1
AHAT 5210	Head, Neck & Spine Evaluation	2
AHAT 5098/5099	Practicum or Independent Study Options (<i>Optional</i>)	

Total Hours = 3

Fall Semester Course		Credit Hours
AHAT 5302	Therapeutic Exercise	3
AHAT 5225	Clinical Experience III	2
AHAT 5323	Management & Identification of General Medical Conditions	3
AHAT 5401	Upper Extremity Evaluation	4

Total Hours = 12

Spring Semester Course		Credit Hours
AHAT 5214	Seminar in Athletic Training	2
AHAT 5227	Current Medical Diagnosis & Treatment	2
AHAT 5228	Clinical Experience IV	2
AHAT 5223	Special Populations	2
AHAT 5130	Athletic Training Review	1

Total Hours = 9

Total Program Hours = 59

During professional studies, students are required to adhere to all university, school, department, the TTUHSC Student Affairs Handbook Code and Academic Conduct, and program policies including academic and behavioral guidelines as

stated in this catalog and the Department of Rehabilitation Sciences Student Handbook. Expenses (i.e. travel, bags, clothing, Criminal Background Check, Immunizations, etc.) associated with clinical experiences and the program are the responsibility of the student. Information regarding expenses may be found on the MAT program website.

Laptop Computer Requirement

The Master of Athletic Training (MAT) Program has the requirement that all incoming students must have a laptop computer. Below is a list of the minimum recommendations for your laptop computer hardware.

General Recommendations for Laptop Computers

Processor:	<i>Intel processor, or AMD processor, 2.0 GHz or greater</i>
Operating System:	<i>Windows 7 or later; Mac OS x 10.6 or higher</i>
Memory (RAM):	<i>2 GB RAM or greater</i>
Storage:	<i>120 GB hard drive or greater</i>
Network:	<i>Built in LAN and 802.11n Wi-Fi</i>
Optical Drive:	<i>DVD +/- RW optical drive (optional)</i>

Texas Tech University Health Sciences Center students have access to several free software downloads. One of the most useful is Microsoft Office, therefore **DO NOT** purchase Microsoft Office prior to arriving on the TTUHSC campus. Additional information regarding these free software downloads will be provided during orientation.

Course Descriptions

AHAT 5098 Practicum in Athletic Training (V:1-6) A hands-on athletic training related experience designed to meet the individual needs of the student. No textbook is required.

AHAT 5099 Independent Study in Athletic Training (V:1-6) This course involves an independent project designed to meet the individual student's needs and/or interests. This may include, but is not limited to, a research project, course/skill review, or laboratory teaching assistants (anatomy or other courses). No textbook is required.

AHAT 5120 Research Directed Study I (1:1:0,F) A case based approach to research design, incorporating the management, reduction, and analysis of data sets. Information related to applying for jobs, interviewing, and writing cover letters and resumes is covered. ISBN: 978-0-13-171640-7

AHAT 5130 Athletic Training Review (1:1:0,F) This course is devoted to developing a study schedule and registering for the Athletic Training credentialing exams. Comprehensive exams will allow the students to assess their readiness to sit for the BOC and Texas Licensure exams. BOC Role Delineation Study, NATA Position Statements

AHAT 5200 Research Methods (2:2:0,F) Development of a working knowledge of descriptive and experimental research techniques and statistics and an introduction to performing electronic database searches, and critiquing the literature will be included. ISBN: 978-0-13-171640-7

AHAT 5201 Clinical Experience I (2:0:17-27*,F) A supervised educational experience in athletic training under the supervision of an athletic trainer, certified, and in good standing with the BOC or other healthcare professional. The objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial. * Contact hours per week for Clinical Experience course (I-IV) may vary based on the clinical site where the student is assigned for the semester. No textbook is required.

AHAT 5206 Clinical Experience II (2:0:17-27*,F) A supervised educational experience in athletic training under the supervision of an athletic trainer, certified, and in good standing with the BOC or other healthcare professional. The objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial. * Contact hours per week for Clinical Experience courses (I-IV) may vary based on the clinical site where the student is assigned for the semester. No textbook is required.

AHAT 5210 Head, Neck & Spine Evaluation (2:1:3,F) Theory, principles, clinical applications and literature review associated with athletic training evaluation, assessment, and management of musculoskeletal conditions within the head, neck, and spine. ISBN: 978-0-8036-3918-8; ISBN: 978-1437716030; ISBN: 978-0-323-03989-5

AHAT 5214 Seminar in Athletic Training (2:1:3,F) Graduate seminar focusing on current events in athletic training and preparation for BOC certification and Texas Licensure athletic training credentialing exams. Psychosocial concerns and issues will be discussed. ISBN: 978-1-55642-733-6; BOC Role Delineation Study

AHAT 5215 Therapeutic Modalities (2:1:3,F) Therapeutic modalities will emphasize the use of physical agents, biofeedback and expand upon the theory, principles, pertinent literature and clinical applications associated with patient management. ISBN: 978-1-4511-0294-9

AHAT 5217 Pathophysiology (2:2:0,F) Pathophysiology will introduce basic concepts of cell biology, physiology, pathophysiology and the inflammatory/healing process as they relate to the athletic training profession. ISBN: 978-0-323-07891-7

AHAT 5223 Special Populations & Concerns for the Athletic Trainer (2:2:0,F) Examination and discussion of issues related to sports nutrition and the

physiological demands of exercise. Survey of injury and illness risk factors associated with sports participation by the preadolescent/adolescent, geriatric, disabled, male, and female athlete. ISBN: 978-0-7817-9779-5; ISBN: 978-0-7360-5803-2

AHAT 5225 Clinical Experience III (2:0:17-27*,F) A supervised educational experience in athletic training under the supervision of an athletic trainer, certified, and in good standing with the BOC or other healthcare professional. The objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial. *Contact hours per week for Clinical Experience courses (I-IV) may vary based on the clinical site where the student is assigned for the semester. No textbook is required.

AHAT 5227 Current Medical Diagnosis & Treatment (2:2:0,F) Physician presentation of the medical approach to the management of musculoskeletal disorders and afflictions. Course content includes etiology, differential diagnosis, prognosis, medical and surgical management, and prophylactic measures for each condition relevant to athletic training. ISBN: 978-0-8036-3821-1

AHAT 5228 Clinical Experience IV (2:0:17-27*,F) A supervised educational experience in athletic training under the supervision of an athletic trainer, certified and in good standing with the BOC other healthcare professional. The objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial. * Contact hours per week for Clinical Experience courses (I-IV) may vary based on the clinical site where the student is assigned for the semester. No textbook is required.

AHAT 5234 Pharmacology (2:2:0,F/IVC) This course provides a survey of pharmacology and covers key concepts related to the cellular actions, therapeutic uses, and side effects of major drug classes that are relevant to the practice of Allied Health clinicians. ISBN: 978-0-8036-4029-0

AHAT 5300 Advanced Anatomy for Sports Medicine (3:2:3,F) THIS COURSE IS NOT FOR MASTER OF ATHLETIC TRAINING STUDENTS. Integrated study of gross human anatomy embodying gross morphology and coordinating with development and histological aspects of the body. Included in regional dissection with emphasis on integumentary, musculoskeletal, nervous, and circulatory systems of the extremities. ISBN: 978-1-45111-945-9; ISBN: 978-1-6040-67453 or ISBN: 978-1-4160-5951-6

AHAT 5302 Therapeutic Exercise (3:2:3,F) Assimilation of all aspects of patient evaluation, treatment, and rehabilitation of injuries, with a focus on functional rehabilitation and return to activity. ISBN: 978-0-8036-1364-5

AHAT 5303 Management & Prevention of Injuries (3:2:3,F) A study of athletic training room procedures stressing the practical aspects of care and prevention of athletic injury is included. The course covers the cognitive, affective and psychomotor objectives of athletic training room procedures and management of acute injuries. ISBN: 978-0-07-802264-7; ISBN: 978-155642-797-8

AHAT 5305 Biomechanics (3:3:0,F/IVC) Biomechanics of the musculoskeletal system and integrated human movement with clinically relevant applications. ISBN: 978-0-7817-7422-2

AHAT 5312 Introduction to Therapeutic Exercise & Strength Training (3:2:3,F) This course includes study of the fundamental principles of therapeutic exercise and contemporary strength training and conditioning. Includes analysis of the conceptual, theoretical, and technical considerations of assessing, designing, and implementing rehabilitation, strength training, and conditioning program. Additionally, the application of contemporary periodization concepts and methods of athletic and functional assessment will also be addressed. ISBN: 978-0-7360-5803-2; ISBN: 978-07-7360-7127

AHAT 5320 Introduction to Clinical Education (3:1:6,F) This course is an introduction to basic skills necessary to practice as an athletic training student. The main concepts to be covered include medical terminology, basic documentation, blood-borne pathogens training, first responder responsibilities, CPR/first-aid techniques, taping techniques, safe modality application and identification of common general medical conditions. Hands on surface anatomy with palpation labs are utilized. ISBN: 978-1455758302; ISBN: 978-0-7817-7550-2

AHAT 5322 Athletic Training Administration (3:3:0,F) This course discusses planning, coordinating, and supervising all administrative components of an Athletic Training program. Coverage includes theories and concepts in the management of sports healthcare delivery systems, facilities, equipment, and financial resources. ISBN: 978-0-07360-7738-5

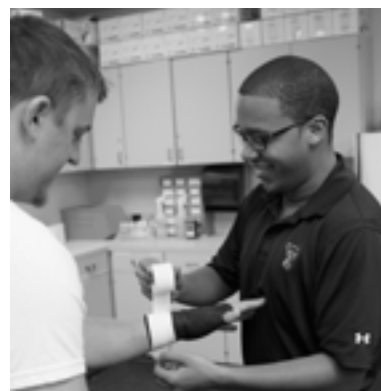
AHAT 5323 Management & Identification of General Medical Conditions (3:2:3,F) Study of the etiology, pathology, and clinical manifestations of common illnesses, infectious diseases, and dermatological conditions in athletic populations. ISBN: 978-1-61711-091-7

AHAT 5324 Lower Extremity Evaluation (3:2:3,F) Theory, principles, clinical applications and literature review associated with athletic training evaluation, assessment and management of musculoskeletal conditions within the lower extremity. ISBN: 978-0-8036-3918-8; ISBN: 978-1437716030; ISBN: 978-0-323-03989-5

AHAT 5401 Upper Extremity Evaluation (4:3:3,F) Theory, principles, literature review and clinical applications associated with athletic training

evaluation, assessment and management of musculoskeletal conditions 978-1437716030; ISBN: 978-0-323-03989-5

AHAT 5500 Human Anatomy (5:3:6,F) Integrated study of gross human anatomy embodying gross morphology and coordinating with development and histological aspects of the body. Included is regional dissection with emphasis on integumentary, musculoskeletal, nervous, circulator and respiratory systems. ISBN: 978-1-45111-945-9; ISBN: 978-1-6040-67453 or ISBN: 978-1-4557-0418-7



Master of Occupational Therapy

The OT Profession

Institution Mission

The mission of Texas Tech University Health Sciences Center (TTUHSC) is to improve the health of people by providing high quality educational opportunities to students and health care professionals, advancing knowledge through scholarship and research, and providing patient care and service.

Program Mission

The mission of the TTUHSC Master of Occupational Therapy program is to provide students with a strong foundation in clinical reasoning, knowledge, and skills to become competent occupational therapists who improve the health of individuals and communities. Academic and professional citizenship of students is cultivated through mentorship in scholarly activities.

Philosophy Statement

- G** **Grounded in Bloom’s Taxonomy**
- O** **Occupation-based approaches**

- T** **Teamwork in scholarship and practice**
- E** **Education of future professionals**
- C** **Clinical Reasoning/Case Mapping**
- H** **Hands on learning**

Beliefs about Humans

Human beings possess a unique array of interests, values, skills, abilities, and experiences which influence the way one perceives, chooses, and engages in various, meaningful activities (also called occupations). Occupations are the ordinary and familiar things that people do everyday. The person’s selection of and engagement in these meaningful activities contributes to one’s identity and sense of purpose thereby influencing how one spends time and makes decisions.

Beliefs about the Nature of Occupational Therapy

Occupational therapy is the art and science of helping people do the day to day activities that are important and meaningful to their health and well-being. Within occupational therapy, engagement in valued occupations is used as a means of treatment to promote health and well being. Valued occupations encompass the following areas: self-care, learning, work, play, leisure, social participation, and rest.

Occupational therapists work collaboratively with individuals, families, caregivers, and other groups whose life patterns and ability to engage in valued occupations have been altered as a result of various circumstances (i.e. cognitive or developmental problems, injury or illness, social or emotional deficits, or the aging process). The occupational therapist applies clinical reasoning as they

plan, facilitate, and reflect on client care. The focus of occupational therapy is to facilitate the individual's ability to participate in meaningful, purposeful activities (occupations) at home, school, workplace, community, and various other settings.

Current occupational therapy practice areas:

- Hospitals
- Rehabilitation centers
- Nursing homes
- Schools
- Home health
- Private practice
- Low vision services
- Community mental health
- Hand rehabilitation
- Burn centers
- Return-to-work programs
- Homeless shelters
- Retirement planning services
- Hospice services

Emerging occupational therapy practice area:

- Driver rehabilitation
- Ticket to work services
- Home modifications access
- Assistive Technology
- Ergonomics consulting
- Health & wellness consulting
- Welfare to work services
- Community health practice
- Psychosocial needs of youth
- Interprofessional Primary Care

Beliefs About the Nature of Learning

Human beings learn through and are shaped by experiences throughout their lives. Opportunities for learning occur in many ways, such as acquiring knowledge, skill development, and personal growth. Through these varied experiences, changes in a person's knowledge, abilities, behavior, and attitudes occur.

Within the occupational therapy program, we believe that the optimal way to facilitate student learning is through processes involving the development of knowledge and reflective thinking. Students develop an understanding of a person(s) from an occupational perspective as they actively engage in opportunities to integrate and synthesize new learning with foundational concepts. As fundamental concepts are introduced and reintroduced in increasing complexity, students build skills that will guide clinical reasoning making. Bloom's levels of learning serve as an important component of the curriculum's framework that guides the student learning process. The levels are as follows: knowledge/ comprehension, application, analysis, synthesis and evaluation (Bloom, 1984). The second curriculum component consists of the following six threads: Fundamental Concepts, Theoretical Foundations, Clinical Reasoning, Research Methods, Occupational Therapy Processes, and Professional Practice. The curriculum design fosters the development and application of student's knowledge, skills, behaviors, and attitudes needed for occupational

therapy practice as concepts within the threads are introduced and reintroduced in increasing complexity (e.g., levels of analysis and synthesis/evaluation). The program further fosters the development and application of student's clinical reasoning over the course of the curriculum through involvement in hands on learning, research methods, and problem solving for professional practice.

Program Accreditation and Policy

The Occupational Therapy Program at TTUHSC is located in Lubbock, Texas. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200 Bethesda MD, 20814-3449. ACOTE's telephone number is (301) 652-AOTA and additional information is located on the website at www.acoteonline.org

Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools (SACS). Additional information regarding SACS can be located at <http://www.sacs.org/>.

During the program, students are required to adhere to all program, departmental, and school policies as outlined in the student handbooks, fieldwork manual, and course syllabi. Students typically complete Level II Fieldwork within 12 months following completion of the didactic portion of the program. Successful completion of the program leads to a Master of Occupational Therapy (M.O.T.) degree. Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually dependent upon the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

Fieldwork

Fieldwork education is an integral aspect of our program. Students must pass a Criminal Background Check in order to participate in fieldwork experiences, as well as some lab experiences. The student is responsible for fees related to a Criminal Background Check, Drug Screening, and Immunizations. Students must be approved for fieldwork placement by the Program Director and the Academic Fieldwork Coordinator. Considerations in this recommendation include student's academic performance, completion of program requirements, and demonstration of adequate professionalism and behaviors indicative of the ability to be effective and productive during clinical training. This includes problem solving ability and critical thinking. Students on Fieldwork assignments are expected to follow safety procedures of the clinical site, plus any other requirements deemed important by the Academic Fieldwork Coordinator and/

or Fieldwork Educator for a specific clinical site. Behaviors observed during the professional curriculum are taken to be a measure of a student's readiness for Clinical Fieldwork. Students are responsible for all costs associated with fieldwork including transportation, housing, meals, uniforms, Criminal Background Checks, and other incidental expenses.

Students will be involved in Level I Fieldwork experiences during the second year in the program. Following completion of all academic courses, students undertake 24 weeks of full-time Level II Fieldwork. No part of Fieldwork Level I may be substituted for any part of Fieldwork Level II. The length of the entire program is two and a half years. Level II Fieldwork is typically completed within 12 months following the completion of academic preparation.

Fieldwork education consists of four experiences designed to prepare and expose the student to a variety of applied settings in occupational therapy:

1. Fieldwork I: Pediatric Process in Fieldwork and Fieldwork I: Psychosocial Group Process occur in the summer semester of the second year. The student's fieldwork experiences will be ongoing through the summer semester and will include clinical experiences throughout the community. The student will actively participate in occupational therapy clinical situations to develop professional and clinical skills as well as an understanding of clinical settings.
2. Fieldwork I: Adult Physical Dysfunction occurs prior to beginning classes in the spring semester of the second year. The student actively participates in occupational therapy as it is practiced in a physical disabilities setting for a total of 80 hours.
3. Fieldwork II: 1 This full-time fieldwork experience typically begins in June of the third year. The student integrates client evaluation and intervention planning/implementation skills and develops entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level where applicable.
4. Fieldwork II: 2 This full-time fieldwork experience typically begins in September of the third year. The student integrates client evaluation and intervention planning/implementation skills and develops entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level where applicable.

Clinical facilities that have occupational therapy clinical education agreements with TTUHSC may be used for Fieldwork sites. The M.O.T. Academic Fieldwork Coordinator provides detailed information for selection procedures. The student's selection of a Fieldwork site must be approved by the M.O.T. Academic Fieldwork Coordinator and/or the Program Director prior to the student enrolling in the applicable Fieldwork courses. The M.O.T. Academic Fieldwork Coordinator reserves the right not to approve a student's selection of any clinical education site. The M.O.T. Academic Fieldwork Coordinator may consult

with M.O.T. faculty and the M.O.T. Program Director in order to determine a Fieldwork placement for any student.

As such, the M.O.T. Academic Fieldwork Coordinator further reserves the right to place the student at any clinical site determined necessary for successful completion of a student clinical fieldwork experience, or to not allow a student to enroll in a clinical fieldwork experience, for the following reasons:

1. The student is on Academic Probation.
2. The student has previously displayed behavior resulting in counseling using the *Generic Abilities*.

Admission to the Program

The academic phase of occupational therapy education begins in late May of each year. A Bachelor's Degree is required prior to beginning the program. The completion of the Pre-Professional Curriculum is required prior to starting the program. Courses may be completed in any regionally accredited community college, college, or university. The GRE is not required for admission into the program.

Pre-Professional Curriculum

Below is the list of the courses that comprise the Pre-Professional Curriculum.

Required Prerequisites

Statistics	3 hours
Anatomy and Physiology (with lab)	6-8 hours
Physics, and/or Biomechanics, and/or Kinesiology	3 hours
Abnormal Psychology	3 hours
Developmental Psychology (across the lifespan)	3 hours

For more information regarding course equivalents, see the TTUHSC School of Allied Health Sciences (SOAHS) Course Catalog for Texas Tech course equivalents or contact the Office of Admissions and Student Affairs.

GPA Requirements

A minimum cumulative GPA of 3.0 on a 4.0 scale is required and a minimum Science GPA of 3.0 on a 4.0 scale is required. A competitive overall GPA and science prerequisite GPA are a consideration for admissions. A grade of C or better is necessary in each required pre-professional course.

The Application Process

All applications must be submitted by November 15th. It is in the best interest of the applicant to apply as early as possible. To be considered for admission, the applicant must complete and submit the online application and the required documentation. Documentation to be submitted includes: transcripts, verification of observation/experience hours in occupational therapy settings, two recommendation letters, verification of required immunizations, verification of current CPR certification, and personal essay. The application is located online at www.ttuhs.edu/merlin.

Transcripts and Coursework: Applicants must submit transcripts of all institutions attended. At the time of application, the student must demonstrate the ability to complete all pre-professional coursework prior to enrollment in the first semester of the professional curriculum. At the time of application, all prerequisite coursework must be completed within the last seven years. Applicants whose science coursework is more than seven years old should contact the academic advisor in the Office of Admission and Student Affairs for decisions concerning course acceptability. No more than 9 hours of pre-requisites can be in progress and at least two science pre-requisites must be complete for a file to be reviewed. AP and CLEP credit will not be accepted for any science prerequisite course. There is no advanced placement, transfer of credit or experiential learning credit within the TTUHSC M.O.T program.

Experience: Applicants are expected to have some knowledge of the occupational therapy profession. This can be acquired in several ways: volunteer work, paid work and/or observation in occupational therapy settings/services. It is in the best interest of the applicant to complete a substantial number of experiential hours (a minimum of 40 hours, preferably in a variety of different settings), prior to the application deadline for the program. Verification of observation/experience hours in occupational therapy practice must be submitted as a part of the application. Applicants are also encouraged to become familiar with the occupational therapy profession through exploring the professional literature and online sources.

Letters of Recommendation: Two letters of recommendation are required. One letter must be completed by an occupational therapist. Letters should be completed by professional personnel who have: (a) observed the applicant during any related volunteer, observation, or paid work, (b) been previous or present instructors and/or counselors, or (c) been previous or present employers.

Immunizations and CPR: Verification of required immunizations and CPR for the Professional certification must be submitted prior to enrollment in professional curriculum, or preferably by the application deadline. CPR certification must be maintained throughout the professional program. Immunizations will be maintained by a national database which requires an annual fee to be paid by the student.

Personal essay: The personal essay should be submitted with the application.

Personal Interview: To be considered an eligible applicant, one must meet the admission criteria and complete the application process prior to the deadline. The Master of Occupational Therapy admissions committee reviews all completed applications. Competitive applicants are interviewed via phone or onsite during the Fall or Spring semesters. Submitting an application does not guarantee an interview.

Occupational Therapy Curriculum

This program prepares the student to enter the field of occupational therapy with a background in fundamental concepts, theoretical foundations, clinical reasoning, occupational therapy processes, professional practice, and research methods. The curriculum covers the life span from birth to older adults, reflecting a broad perspective on physical, cognitive, emotional, social and biological issues affecting a person's performance in meaningful occupations. Lectures, case studies, concept mapping, laboratory experiences and clinical education provide opportunities to integrate prior knowledge with new learning and develop competency in clinical reasoning. This program fosters professional behavior and relies on community experiences to incorporate the classroom material into clinical practice. Class sizes are restricted to ensure optimal student/instructor ratios and to enable each student to receive comprehensive instructional and clinical experience. Student entering the program should have ready access to a computer.

FIRST YEAR

M.O.T. 1 Summer Semester

AHOT 5500	Human Anatomy
AHOT 5209	Applied Kinesiology in Occupational Therapy
AHOT 5220	Introduction to Occupational Therapy

Total Hours = 9 hours

M.O.T. 1 Fall Semester

AHOT 5330	Conditions in Occupational Therapy: Part 1
AHOT 5319	Occupational Performance Throughout the Lifespan
AHOT 5310	Theory and Foundations of Occupational Therapy
AHOT 5313	Introduction to Evaluation and Intervention in Occupational Therapy
AHOT 5316	Research Process in Occupational Therapy

Total Hours = 15 hours

M.O.T. 1 Spring Semester

AHOT 5317	Hand and Upper Extremity Rehabilitation
AHOT 5311	Overview and Analysis of Occupational Therapy Assessment
AHOT 5307	Psychosocial Intervention in Occupational Therapy

AHOT 5227 Introduction to Clinical Reasoning

School of Allied Health Sciences

AHOT 5327	Evidence for Research and Practice
AHOT 5430	Conditions in Occupational Therapy: Part 2

Total Hours = 18 hours

SECOND YEAR

M.O.T. 2 Summer Semester

AHOT 5105	Clinical Reasoning for Fieldwork
AHOT 5140	Fieldwork I: Pediatric Process in Fieldwork
AHOT 5115	Fieldwork I: Psychosocial Group Process
AHOT 5312	Occupational Therapy Practice: Assistive Technology

Total Hours = 6 hours

M.O.T. 2 Fall Semester

AHOT 5314	Health and Community Settings
AHOT 5449	Occupational Assessment and Intervention in Children and Adolescents
AHOT 5450	Occupational Assessment and Intervention in Adults and Older Adults

Total Hours = 11 hours

M.O.T. 2 Spring Semester

AHOT 5201	Fieldwork I: Adult Physical Dysfunction
AHOT 5101	Clinical Reasoning for Practice
AHOT 5315	Organization and Management in Occupational Therapy
AHOT 5320	Occupational Therapy Practicum
	Section 1: Adult Rehab
	Section 2: Hand
	Section 3: Neuro
	Section 4: Pediatrics
	Section 5: Mental Health
	Section 6: Lifestyle and Wellness
AHOT 5226	Professional Development in Occupational Therapy

Total Hours = 11 hours

THIRD YEAR

Third Summer Semester

AHOT 5931	Fieldwork II: 1
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Total Hours = 9 hours

Third Fall Semester

AHOT 5932	Fieldwork II: 2
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Total Hours = 9 hours

Total Curriculum Hours = 88 hours

Course Descriptions

AHOT 5071 Fieldwork II: Specialization (V: 1-9,F) Prerequisites: AHOT 5931, 5932 Optional additional full-time, supervised clinical experience in an area/facility of the student's choice. Student levels of learning in this course focus on the following: knowledge/comprehension, application, analysis, and synthesis/evaluation. No text is required for this course.

AHOT 5072 Special Topics in Occupational Therapy (V: 1-3,F) Selected topics of interest in occupational therapy. Please note that this course is not offered every year. No text is required for this course.

AHOT 5101 Clinical Reasoning for Practice (1:1:0,F) This course will prepare students for their level II fieldwork rotations and will require students to utilize advanced clinical reasoning skills. This course will address the shift from classroom to clinic, supervision, dealing with fieldwork related problems, and preparing for the national certification exam. Student levels of learning in this course focus on the following: knowledge/comprehension, application, analysis, synthesis, and evaluation. No text is required for this course.

AHOT 5105 Clinical Reasoning for Fieldwork (1:1:0,F) This course focuses on preparing students for their final fieldwork placements. Professional behavior, ethics, supervision, clinical reasoning, and tools/strategies for a successful fieldwork experience will be utilized in this course. Student levels of learning in this course focus on application and analysis. No text is required for this course.

AHOT 5115 Fieldwork I: Psychosocial Group Process (1:0:3,F) This course focuses on the application of evaluation, intervention (e.g. individual and group), and outcome processes utilized in a variety of psychosocial practice settings. Instruction and lab experiences provide opportunities for students to practice therapeutic group skills as they develop and implement session plans for a group of individuals. Student levels of learning in this course focus on the following: application, analysis, synthesis, and evaluation. ISBN: 9780803617049

AHOT 5140 Fieldwork I: Pediatric Process in Fieldwork (1:0:3,F) This course focuses on the application of evaluation, intervention, and outcomes in a pediatric setting. Instruction and hands-on experiences provide opportunities for students to practice pediatric treatment skills as they develop and implement session plans for individual and/or groups of children. Student levels of learning in this course focus on application, analysis, synthesis, and evaluation. ISBN: 9780323169257

AHOT 5201 Fieldwork I: Adult Physical Dysfunction (2:0:40,F) This course focuses on the application of evaluation, intervention (e.g. individual and group), and outcome processes utilized in a variety of settings that address adult physical dysfunction. Instruction and lab experiences provide opportunities for students to practice therapeutic skills as they develop and implement treatment

plans. Student levels of learning in this course focus on the following: application, analysis, synthesis, and evaluation. No text is required for this course.

AHOT 5209 Applied Kinesiology in Occupational Therapy (2:1:3,F) The course looks at analysis of normal human movement, including explanations of how movements are produced at specific joints and their influence on occupation. Student levels of learning in this course focus on knowledge/comprehension, and application. ISBN: 978-0-7817-6312-7; ISBN:978-0-323-05912

AHOT 5220 Introduction to Occupational Therapy (2:2:0,F) Introduction to key terms and concepts used in occupational therapy practice. Course includes self-paced learning and testing for medical terminology. This course introduces students to OT professional practice, OT framework, and prepares them for learning theoretical foundations and performing activity analysis. Student levels of learning in this course focus on knowledge and comprehension. ISBN 978-1-61711-638-4; 978-0-8036-3573-3

AHOT 5226 Professional Development in Occupational Therapy(2:2:0,F) Students will identify current policy issues in the various contexts in which occupational therapy services are provided and how to advocate for the profession. Students will be introduced to the grant writing process and benefits of securing a grant. This course will address ongoing professional development and responsibilities including the benefits of professional state and national organizations. Student levels of learning in this course focus on the following: knowledge/comprehension, application, analysis, synthesis, and evaluation. ISBN 978-1-55642-819-7

AHOT 5227 Introduction to Clinical Reasoning (2:2:0,F) This course focuses on the exploration of illness and/or disability experiences from the perspectives of the individual, healthcare professional, and society. Students will examine the influences of culture, poverty and ethics on disability through conditional and interactive reasoning using case studies and personal reflection. Student levels of learning in this course focus on knowledge/comprehension, and application. No text is required for this course.

AHOT 5307 Psychosocial Intervention in Occupational Therapy (3:3:0,F) This course introduces students to concepts and methods for providing individual and group-based intervention for persons with mental illness and persons experiencing psychosocial stressors. Topics will include, but are not limited to: crisis intervention, therapeutic use of self, specific intervention strategies (i.e. stress management, relaxation, living skills training, etc.), group dynamics, types of groups, and group protocol development. Student levels of learning in this course focus on knowledge/comprehension, application, and analysis. ISBN 9780803617049

AHOT 5310 Theory and Foundations of Occupational Therapy (3:3:0,F) This course examines the philosophical, theoretical, and professional concepts that are foundational to occupational therapy. Students learn and apply several

occupation-based theories, frames of references, and treatment approaches utilized in occupational therapy practice. Student levels of learning in this course focus on the following: knowledge/comprehension, application, analysis, synthesis, and evaluation. ISBN 9781556425738

AHOT 5311 Overview and Analysis of Occupational Therapy Assessment (3:2:3,F) This course provides the student with an overview and analysis of various assessment measures used in occupational therapy practice. Students learn components of critiquing tests and measures which include the type of assessment, format, applicable population, psychometric properties and utility. Students also practice the administration of both standardized and non-standardized assessments as well as the interpretation and documentation of assessment results. Student levels of learning in this course focus on knowledge/comprehension, application, and analysis. ISBN: 9781569003565

AHOT 5312 Occupational Therapy Practice: Assistive Technology (3:3:0,F) This course includes assessments and interventions involving assistive technology. Topics will include, but are not limited to, assistive devices, seating systems, various switches, augmentative communication systems, environmental controls, home assessments, ergonomic assessments, and computer systems. Student levels of learning in this course focus on knowledge/comprehension, application, analysis, synthesis, and evaluation. ISBN:978-0-323-09631-7; ISBN: 978-0-7637-6172-1

AHOT 5313 Introduction to Evaluation and Intervention in Occupational Therapy (3:2:3,F) Introduction to key OT practice skills including basic evaluation techniques, clinical documentation, clinical safety, physical handling techniques, interventions, and splinting. Student levels of learning in this course focus on knowledge/comprehension and application. ISBN: 978-1-56900-257-5; ISBN: 978-0-323-05912-1

AHOT 5314 Health and Community Settings (3:3:0,F) Reviews trends affecting healthcare system delivery and implications for community practice. An appreciation for difference in cultural and social systems is emphasized. Evaluation of community needs, alternative settings, practice expansion, and consultation skills are discussed. Student levels of learning in this course focus on knowledge/comprehension, application, and analysis. ISBN 978-0131708082

AHOT 5315 Organization and Management in Occupational Therapy (3:3:0,F) Overview of management theories, budgeting, marketing, writing a business plan, strategic planning, performance appraisals, interviewing, billing and OT procedures, insurance and payment systems, and documentation issues. Prepares students in professional practice and theoretical background for management or supervision in the healthcare field. Student levels of learning in this course focus on the following: knowledge/comprehension, application, analysis, synthesis, and evaluation. ISBN: 978-1-4496-0471-4

AHOT 5316 Research Process in Occupational Therapy (3:3:0,F) This course is the first of two research courses designed to prepare the student as both a consumer of research and a participant in the research process. Content includes an introduction to the research process, resources necessary for research in occupational therapy, evaluation and use of the professional literature relevant to occupational therapy practice, qualitative and quantitative design and analysis (including inferential statistics) methods. Student levels of learning in this course focus on knowledge/comprehension and application. ISBN:978-0-8036-1525-0

AHOT 5317 Hand and Upper Extremity Rehabilitation (3:2:3,F) This course integrates anatomy, kinesiology, assessment, and intervention principles for the treatment of upper extremity and hand conditions. Common injuries and conditions for the shoulder, elbow, forearm, wrist, and hand are covered. Advanced splinting skills are taught. Student levels of learning in this course focus on application and analysis. ISBN:978-0-323-05912-1; ISBN:978-0-323-09104-6

AHOT 5319 Occupational Performance Throughout the Lifespan (3:3:0,F) The focus of this course is on the skill progressions in typical and atypical development and how those sequences impact occupational performance across the lifespan. Students will be introduced to various occupational therapy practice settings that individuals may encounter throughout their lifespan when experiencing challenges in areas of occupation. Student levels of learning in this course focus on the following: knowledge/comprehension and application. ISBN: 978-0766842601; ISBN: 978-0-323-16925-7

AHOT 5320 Occupational Therapy Practicum (3:2:3,F) This course allows students to select an area of focus (adult rehabilitation, pediatrics, mental health, adult neurology, or hand rehabilitation) and spend lab hours in the specific area. Students will meet as a group in a seminar format to discuss their lab experiences. Students will prepare and present a professional inservice to peers and area clinicians. Student levels of learning in this course focus on the following: knowledge/comprehension, application, analysis, and synthesis/evaluation. No text is required for this course.

AHOT 5327 Evidence for Research and Practice (3:3:0,F) This course focuses on the importance and use of Evidence Based Practice. Students will establish specific patient questions to guide their learning and will produce critically appraised topics (CAT's). Students will learn and practice the research skills of data collection, data analysis, report and dissemination of results and conclusions with in class research activities. Students will present their findings to the class. This course is writing intensive. Student levels of learning in this course focus on knowledge/comprehension, application, and analysis. ISBN:978-0-8036-1525-0

AHOT 5330 Conditions in Occupational Therapy: Part 1 (3:3:0,F) This course provides an overview of the etiology, epidemiology, signs and symptoms, associated conditions/complications, prognosis, and medical management of disorders and injuries in children and adults relevant to occupational therapy practice. This course focuses on conditions commonly encountered in pediatric and mental health practice settings. Students will examine anatomical and/or neurological structures/functions affected as a result of the condition or complications of the condition. Students also examine areas of occupation, occupational performance, and occupational roles potentially affected as a result of the condition or complications of the condition. Student levels of learning in this course focus on knowledge/comprehension, application, and analysis. ISBN: 978-0-323-05912-1, ISBN: 9780803617049, ISBN: 978-0-323-16925-7

AHOT 5430 Conditions in Occupational Therapy: Part 2 (4:4:0,F) Second course in an overview of the etiology, signs and symptoms, associated conditions/complications, prognosis and medical management of disorders and injuries in children and adults relevant to occupational therapy practice. This course focuses on conditions in several broad areas: neurological conditions, spinal cord injury, cancer, burns, orthopedic conditions, and amputations. Students will examine anatomical and/or neurological structures/functions affected as a result of the condition or complications of the condition. Students also examine areas of occupation, occupational performance, and occupational roles potentially affected as a result of the condition or complications of the condition. Students will apply documentation skills to begin differentiating anticipated therapy outcomes and long and short-term goals for a variety of conditions. Student levels of learning in this course focus on knowledge/comprehension, application, and analysis. ISBN:978-0-323-05912-1

AHOT 5449 Occupational Assessment and Intervention in Children and Adolescents (4:3:3,F) Focus is on how typical and atypical sequences are used in pediatric occupational therapy assessment and treatment. Lab experiences include the observation and assessment of children. Clinical reasoning and occupational therapy processes focus on documentation of assessment findings, goal development, and determination of therapy interventions based on assessment findings. Student levels of learning in this course focus on the following: knowledge/comprehension, application, analysis, and synthesis/evaluation. ISBN:978-0-323-16925-7

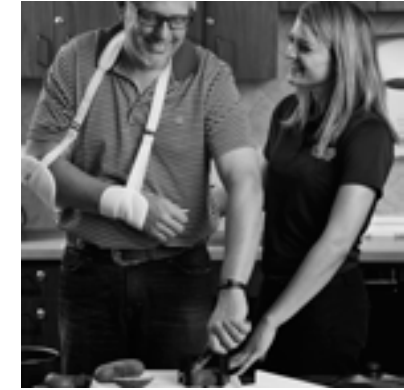
AHOT 5450 Occupational Assessment and Intervention in Adults and Older Adults (4:3:3,F) This course builds on student knowledge in earlier courses, applying specific OT techniques to diagnostic areas and individual conditions found in adults and older adults. Instruction and laboratory practice incorporates active learning to cultivate critical thinking skills needed in practice. Through case studies and treatment plans students will utilize clinical reasoning skills, occupational therapy processes, and treatment planning required for fieldwork and occupational therapy practice. Student levels of learning in this

course focus on the following: knowledge/comprehension, application, analysis, and synthesis/evaluation. ISBN 978-0-323-05912-1; ISBN 978-1-55642-738-1

AHOT 5500 Human Anatomy (5:3:6,F) Integrated study of gross human anatomy embodying gross morphology and coordinating with developmental and histological aspects of the body. Included is regional dissection with emphasis on the musculoskeletal, nervous, circulatory and respiratory systems. Lays a scientific foundation for other courses in the curriculum. Human cadaver dissection is the primary lab activity. Student levels of learning in this course focus on knowledge/comprehension. ISBN:978-1-45111-945-9; ISBN: 978-1-60406-745-3 or ISBN: 978-1-4557-0418-7

AHOT 5931 Fieldwork II: 1 (9:0:40,F) Prerequisites: Successful completion of all previous professional and fieldwork courses and approval of Program Director. Full-time, supervised clinical experience for 12 weeks (480 hours). Development of knowledge and skills needed for entry-level practice. Use of the occupational therapy process and clinical reasoning skills, working with individuals and groups. Introduction to clinical administration, supervision, quality assurance, consultation, and research. Student levels of learning in this course focus on knowledge/comprehension, application, analysis, and synthesis/evaluation. No text is required for this course.

AHOT 5932 Fieldwork II: 2 (9:0:40,F) Prerequisites: Successful completion of all previous professional and fieldwork courses and approval of Program Director. Full-time, supervised clinical experience for 12 weeks (480 hours). Development of knowledge and skills needed for entry-level practice. Use of the occupational therapy process and clinical reasoning skills, working with individuals and groups. Introduction to clinical administration, supervision, quality assurance, consultation, and research. Student levels of learning in this course focus on knowledge/comprehension, application, analysis, and synthesis/evaluation. No text is required for this course.



Doctor of Physical Therapy

The Physical Therapy Profession

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

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

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

Program Description

The Texas Tech University Health Sciences Center's (TTUHSC) Doctor Physical Therapy (D.P.T.) program is located within the School of Allied Health Sciences and the Department of Rehabilitation Sciences. The Doctor of Physical Therapy Program at the Texas Tech University Health Sciences Center is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) through December 31, 2018, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

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

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

The three-year DPT program has two components: academic and clinical. The academic component, via classroom and laboratory experiences, includes applied foundational sciences, behavioral sciences, and clinical sciences. The clinical education, component consists of 36 weeks of clinical internship under the supervision of a licensed physical therapist. Clinical internships focus on foundational, musculoskeletal, and neurologic skills. Students also participate in a clinical internship designed to meet individual student interests, which may include pediatrics, sports medicine, women's health, etc. Sites for clinical experiences are located primarily throughout Texas and the Southwestern US, but may be located anywhere in the United States mainland. Students should anticipate additional costs during their clinical internships. Students must pass a Criminal Background Check in order to participate in clinical internships. Many clinical education sites also require a drug screening prior to beginning the internship.

The TTUHSC DPT program is one program located on three campuses: Amarillo, Lubbock, and Odessa. Class sizes at all campuses are monitored to ensure optimal student/instructor ratios and to maximize comprehensive instructional and laboratory experiences. Faculty and students on all campuses communicate with each other in person, via a synchronous interactive multimedia environment, by e-mail, and by telephone. Students entering the program should possess basic computer skills, including the use of e-mail, accessing the internet, and the use of word processing programs. Computer labs are located on each campus. A laptop computer is required.

Essential Functions

A student admitted into the DPT program must meet essential functions that are necessary to be able to obtain employment in the physical therapy field. These are established minimum physical and mental guidelines necessary for the DPT program. Prior to matriculation, all students must submit verification of their ability to perform at or above the minimum physical and mental guidelines established by the Department of Rehabilitation Sciences (DRS)

Prospective students may obtain a written copy of the essential functions for the DPT program from the Office of Admissions and Student Affairs by calling (806) 743-3220.

Current students may find a list of the essential functions for the DPT program in the DRS Student Handbook (<http://www.ttuhs.edu/sah/current/handbooks.aspx>).

Admission to the Program

The Application Process

Applications for admissions to the DPT program are considered on a rolling basis with one application deadline (October 1st) each year. Individual applications are reviewed and interviews are scheduled for competitive applicants once all materials have been received. It is in the applicant's best interest to complete their application, including submission of transcripts, GRE scores and clinical experience documentation forms, as early as possible. Applicants who have completed all or most of their prerequisite courses at the time of application may be at an advantage during the admission process. Two letters of recommendation are required as part of the application, and should be completed by the following: one from a physical therapist who has observed the applicant during any related volunteer or paid work, and the other from a previous or present instructor, academic counselor, previous or present employers.

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

Applicants must have completed all prerequisites prior to matriculation into the DPT program. Applicants to the physical therapy program should understand that students admitted to the program are assigned to a specific campus (Lubbock, Amarillo, or Odessa), and requests for campus transfers are not typically granted. Students who are unable or unwilling to accept assignment to a specific campus should not accept admission to the DPT program. All students attend classes during the first summer session on the Lubbock campus.

All applications are made online at the following web address: www.ttuhs.edu/sah. Additional application materials should be sent to the Texas Tech University Health Sciences Center, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430.

Laptop Computer Requirement

The DPT Program has the requirement that all incoming students must have a laptop computer. Below is a list of the minimum recommendations for your laptop computer hardware.

General Recommendations for Laptop Computers

Processor:	Intel or AMD processor, 2.0 GHz or greater
Operating System:	Windows 7 or later, Mac OSX10.6 or higher
Memory (RAM):	4GB or greater
Storage:	120 GB SATA hard drive or greater
Video:	128 MB video card or integrated graphics
Network:	Built-in LAN and 802.11n Wi-Fi
Optical Drive:	DVD +/- RW optical drive (optional)

Texas Tech University Health Sciences Center students have access to several free software downloads. One of the most useful is Microsoft Office, therefore we recommend that students not purchase Microsoft Office prior to arriving on the TTUHSC campus. Additional information regarding these free software downloads will be provided during orientation.

Prerequisite Courses

The professional phase of the DPT program begins in late May each year. A bachelor's degree is required for admission into the DPT program. In addition, specific DPT program prerequisites are listed below and may be completed at any accredited college or university.

Required Courses	Credit Hours
General Biology (for science majors, lab required)	8
General Chemistry (for science majors, lab required)	8
General Physics (for science majors, lab required)	8
Anatomy and Physiology (for science majors, lab required)	8
Psychology	3
Statistics	3

Total Hours = 38

** Applicants who have completed all or most of their prerequisite courses at the time of application may be at an advantage during the admission process.*

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

TEXAS TECH UNIVERSITY EQUIVALENT COURSES

To qualify for admission, applicants must have completed or planned to have completed all courses from an accredited two-year college, college, or university in the United States prior to enrollment. The courses listed below are the Texas Tech University equivalents of the prerequisite courses required to apply for admission into the professional phase of the TTUHSC Physical Therapy program.

Biological Sciences		Credit Hours
BIOL 1403	Biology I w/ lab	4
BIOL 1404	Biology II w/ lab	4
ZOOL 2403	Human Anatomy	4
ZOOL 2404	Human Physiology	4
*ZOOL 3405	Vertebrate Structure & Development	4
*ZOOL 4409	Comparative Animal Physiology	4

Required Hours = 16

** Upper division (Junior or Senior level course noted by 3000 or 4000 level course number) courses in anatomy and physiology will strengthen an applicant's foundational knowledge in preparation for the D.P.T. program and are recommended in addition to the required lower division course work in anatomy and physiology.*

Chemistry		Credit Hours
CHEM 1307	Principles of Chemistry	3
CHEM 1107	(Lab)	1
CHEM 1308	Principles of Chemistry II	3
CHEM 1108	(Lab)	1

Required Hours = 8

Physics		Credit Hours
PHYS 1403	General Physics I	3
PHYS 1103	(Lab)	1
PHYS 1404	General Physics II	3
PHYS 1104	(Lab)	1

Required Hours = 8

Social Sciences		Credit Hours
PSY 1300	General Psychology	3

Required Hours = 3

Statistics		Credit Hours
MATH 2300	Statistical Methods	3
or		
PSY 3403	Statistical Methods	3
		Required Hours = 3

** Recommended courses include additional technical writing, speech, exercise physiology, kinesiology, biomechanics, and developmental psychology.*

GPA Requirements

A minimum of a 3.0 cumulative and 3.0 prerequisite science grade point averages are required for admission. Competitive GPA's are considered in light of the strength of the applicant pool during the year of application.

GRE Requirement

Competitive GRE scores are required for admission, considering verbal, quantitative, and analytical subscale scores. Competitive GRE scores are dependant upon the strength of the application pool during the year of admission.

Experience

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

Physical Therapy Curriculum

The following courses are offered once each year during the semester listed and must be taken in sequence. Consequently, each course must be successfully completed before the student is allowed to progress in the curriculum.

FIRST YEAR		
Summer Semester Course*		Credit Hours
AHPT 8100	Professional Development	1
AHPT 8203	Functional Anatomy	2
AHPT 8500	Gross Anatomy	5
		Total Hours = 8

**All students attend the first summer session at the Lubbock campus.*

Fall Semester Course		Credit Hours
AHPT 8201	History and Systems Screening	2
AHPT 8205	Evidence - Based Practice I	2
AHPT 8209	Exercise Physiology	2
AHPT 8301	Foundational Skills and Assessment	3
AHPT 8303	Biomechanics	3
AHPT 8407	Pathophysiology	4

Total Hours = 16

Spring Semester Course		Credit Hours
AHPT 8212	Pharmacology	2
AHPT 8216	Physical Agents and Modalities	2
AHPT 8310	Therapeutic Exercise	3
AHPT 8314	Inpatient/Integumentary Physical Therapist Practice	3
AHPT 8318	Neuroscience	3
AHPT 8414	Cardiopulmonary Physical Therapist Practice	4

Total Hours = 17

SECOND YEAR

Summer Semester Course		Credit Hours
AHPT 8120	Communication and Clinical Education	1
AHPT 8123	Clinical Reasoning 1	1
AHPT 8228	Motor Behavior	2
AHPT 8222	Clinical Internship 1 (4 weeks)	2

Total Hours = 6

Fall Semester Course		Credit Hours
AHPT 8231	Diagnostic Imaging	2
AHPT 8329	Human Development	3
AHPT 8425	Musculoskeletal Physical Therapist Practice I	4
AHPT 8521	Neuromuscular Physical Therapist Practice	5

Total Hours = 14

Spring Semester Course		Credit Hours
AHPT 8114	Evidence - Based Practice II	1
AHPT 8226	Orthotics and Prosthetics	2
AHPT 8327	Health Care and Business Management	3
AHPT 8422	Pediatric Physical Therapist Practice	4
AHPT 8426	Musculoskeletal Physical Therapist Practice II	4

Total Hours = 14

THIRD YEAR

Summer Semester Course		Credit Hours
AHPT 8142	Assistive and Adaptive Technology	1

AHPT 8224	Clinical Reasoning 2	2
AHPT 8240	Differential Diagnosis	2
AHPT 8246	Advanced Topics in Physical Therapy	2

Total Hours = 7

Fall Semester Course	Credit Hours	
AHPT 8453	Clinical Internship 2 (8 weeks)	4
AHPT 8455	Clinical Internship 3 (8 weeks)	4
AHPT 8144	Professional Project	1

Total Hours = 9

Spring Semester Course	Credit Hours	
AHPT 8456	Clinical Internship 4 (8 weeks)	4
AHPT 8458	Clinical Internship 5 (8 weeks)	4
AHPT 8160	Graduate Seminar	1

Total Hours = 9

Total Curriculum Hours = 100

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

Course Descriptions

AHPT 8099 Independent Study (V:1-6F) This course is a variable credit (1-6 hour) course for independent study. Instructor approval required prior to enrollment.

AHPT 8100 Professional Development (1:1:0,F) This course introduces future clinicians to the concepts of professionalism, professional associations, and leadership as they relate to the practice of physical therapy. Additional emphasis will be on the core documents which guide the profession of physical therapy, principles which govern ethical decisions, and ethical issues related to health care providers. No textbook required.

AHPT 8114 Evidence - Based Practice II (1:0:1,F) This course prepares students to critically appraise peer-reviewed scientific literature and apply evidence to physical therapist practice. The primary goal of the course is for students to become confident consumers of scientific literature. ISBN 13: 978-0763777654.

AHPT 8120 Communication and Clinical Education (1:1:0,F,IVC) This course is designed to improve the students' communication through written, verbal and nonverbal forms, enhance professional behaviors and address issues concerning clinical education. Topics discussed are related to documentation styles, teaching and learning, components of respectful interaction with cultural and generational differences, difficult patients and various age groups. Professional behaviors as they relate to the generic abilities and clinical education will also be addressed, along with using the PT MACS on clinical internships. ISBN: 978-1-4160-2244-2; ISBN: 13:978-0-8036-1878-7

AHPT 8123 Clinical Reasoning 1 (1:1:3,F,IVC) This course explores the nature of clinical reasoning in the profession of physical therapy and provides strategies to assist students as they develop their reasoning expertise. Activities in this course sharpen clinical problem-solving strategies used in the context of minimally to moderately complex clinical cases. Knowledge and skills from the curriculum taught to this point will be incorporated. The didactic portion of the course will encourage comprehensive content review through the first academic year of the curriculum. The laboratory portion of the course places an emphasis on case-based competency, problem solving, and patient management. The clinical reasoning process is emphasized through the use of case studies and the application of current practice paradigms within the students' educational exposure. No textbooks required.

AHPT 8142 Assistive & Adaptive Technology (1:1:0,F,IVC) This course provides a detailed study of assistive technology including manual and powered mobility, standers, gait trainers and technologies that aid manipulation of objects. In addition, current technologies to assess and document architectural barriers will be addressed, including, but not limited to: environmental controls, augmentative communication, and transportation. ISBN: 978-0-7637-6172-1; ISBN: 978-0323039079

AHPT 8144 Professional Project (1:0:1, Online) This course applies skills learned in previous evidence-based practice courses, specifically, critically appraising peer-reviewed scientific literature and applying evidence to physical therapy practice. While on clinical internships, students will integrate evidence-based practice into their clinical experience by developing patient-specific, critically-appraised topics (CAT), best available scientific evidence to direct patient care. ISBN 13: 978-0763777654.

AHPT 8160 Graduate Seminar (1:0:1,F) This integrative capstone seminar course format is designed to prepare graduates for the licensure examination and entering the work force. Learning method includes online supplementary review and seminar format.

AHPT 8201 History and Systems Screening (2:1:3,F,IVC) This course introduces the history taking and screening skills necessary for the physical therapist to make informed decisions related to patient referral and physical therapy diagnosis vital to a primary care environment. Emphasis is placed on

the importance of properly collecting information during the patient interview/chart review as well as appropriate physical screening tests as they relate to the musculoskeletal, neuromuscular, integumentary, cardiopulmonary, and cognitive systems. Lab activities include various history taking activities along with detailed systems review including, but not limited to vital signs and upper and lower quadrant screening. Knowledge gained in this course will assist the physical therapist in clinical decision making as to when to treat a patient and when to refer patients to another healthcare professional. ISBN: 978-1-4377-2538-4

AHPT 8203 Functional Anatomy (2:1:3,F) This course examines anatomical structure within the context of normal function. Emphasis is placed on joint orientation and description of normal osteokinematic and arthrokinematic components of movement of the upper extremity, lower extremity and spine. Laboratory experiences are designed to promote accurate surface anatomy palpation, visualization of kinematic motion, and recognition of abnormal motion. ISBN: 978-0-323-03989-5; ISBN: 978-3-13-146341-8

AHPT 8205 Evidence - Based Practice I (2:2:0,F, IVC) This course prepares students to develop the knowledge and skills needed for evidence-based physical therapist practice. Students will obtain requisite knowledge about the research process, including the general features of research designs commonly used in pre-clinical and clinical studies. The fundamental concepts of descriptive and inferential statistics will be explored. Students will learn to apply evidence to clinical practice by integrating evidence, patient values, and clinical experience. Specifically, students will be able to perform all steps involved in evidence-based practice: pose a question based on a patient problem, search the literature for evidence, critically appraise the evidence for validity and reliability, and determine whether the evidence is applicable to clinical practice. ISBN 13: 978-0763777654.

AHPT 8209 Exercise Physiology (2:2:0,F,IVC) This course is designed to provide students an understanding of basic exercise physiology with a focus on the acute physiological responses and adaptive changes to exercise across systems, between genders, and over the lifespan. Students will develop their understanding of the body's ability to perform physical work, adapt to stressful situations, and improve its physiological capacities for health and exercise performance. ISBN: 978-1-60913-605-5

AHPT 8212 Pharmacology (2:2:0,F,IVC) This course provides a survey of pharmacology and covers key concepts related to the cellular actions, therapeutic uses, and side effects of major drug classes used in humans. Basic principles of pharmacology are addressed with focus on the mechanisms of action of classes of drugs and effects of specific drugs on the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems. Basic principles of pharmacology and their relation with pathophysiology are addressed with focus on and relevant applications to the practice of Physical Therapy. ISBN: 978-0-8036-1377-5; 978-0-8036-2589-1

AHPT 8216 Physical Agents and Modalities (2:1:3,F,IVC) This course presents material that allows development of clinical skills fundamental to patient management for the Physical Therapist. Course content includes theory, scientific principles, and clinical applications associated with a Physical Therapy evaluation, assessment, and intervention with physical agents and modalities. This course emphasizes instruction in physical agents and modalities available to the practicing Physical Therapist. These will include: electrophysiology, thermal agents, laser, application of traction, electromyographic (EMG) biofeedback, biomedical compression, alternative and palliative care, soft tissue modalities, and the practical usage of each agent or modality. Both classroom and laboratory learning will be included. ISBN: 978-1-4557-2848-0

AHPT 8222 Clinical Internship 1 (2:0:40,F) Four weeks of full-time clinical experience (approximately 160 hours) in a Physical Therapy practice setting. During Clinical Internship 1, the student has the opportunity to integrate patient evaluation and management skills in a clinical setting to develop entry-level competencies for entry-level Physical Therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS). No textbook is required.

AHPT 8224 Clinical Reasoning 2 (2:1:3,F,IVC) This course explores the nature of clinical reasoning in the profession of physical therapy and provides strategies to assist students as they develop their reasoning expertise. Activities in this course sharpen clinical problem-solving strategies used in the context of minimally to moderately complex clinical cases. Knowledge and skills from the curriculum taught to this point will be incorporated, emphasizing clinical courses in the curriculum: inpatient/integumentary, cardiopulmonary, musculoskeletal, pediatrics and neuromuscular physical therapist practice. The didactic portion of the course will encourage comprehensive content review through the first and second years of the curriculum in preparation for the licensure examination. The laboratory portion of the course places an emphasis on case-based competency, problem solving, and patient management. The clinical reasoning process is emphasized through the use of case studies and the application of current practice paradigms within the students' educational exposure. No textbooks required.

AHPT 8226 Orthotics and Prosthetics (2:2:0, F, IVC) This course focuses on orthotic and prosthetic prescription and training based on patient assessment, the materials and designs of devices, and the expected functional outcome of use of the device. Topics include patient evaluation with emphasis on gait analysis, device checkouts, training strategies, and exercise prescription. ISBN: 9780750674799; ISBN: 13-978-0967633510

AHPT 8228 Motor Control (2:2:0,F,IVC) This course examines the principles and theories of motor control, motor learning, and motor development as related to normal motor performance and function. The topics include patient evaluation and management as related to postural control, motor skill

acquisition, motor control precision, and motor control sequences. ISBN: 978-0-6083-1018-0

AHPT 8231 Diagnostic Imaging (2:2:0,F,IVC) This course examines the basic science underlying multiple imaging modalities (x-rays, CT, MRI, Nuclear Medicine, Ultrasound, etc.), how each of these differ, and why each is useful for diagnosing certain types of conditions. This course will also introduce evaluation of radiographic studies, in a systematic fashion, in order to correlate the image findings with evidence-based, clinical information. The course will emphasize the anatomy of the components of the musculoskeletal, nervous, and cardiopulmonary systems as it appears on the various imaging modalities. In addition, fracture terminology and the radiographic appearance of common fractures will be covered. The role of the physical therapist both in suggesting imaging studies for their patients and communicating with the radiologist will be a focus. ISBN: 803619464

AHPT 8240 Differential Diagnosis (2:1:3,F,IVC) This course examines the differential diagnosis of conditions that may require referral to or examination by a physician or other health care provider. Incorporation of basic to complex case studies from a variety of physical therapy practice settings, trains the student to properly screen for medical disease and to make an informed physical therapy diagnosis. Students will be required to draw upon their comprehensive knowledge of all body systems to distinguish musculoskeletal and neuromuscular pathology from systemic conditions involving medical pathology. ISBN: 0-7216-0619-9

AHPT 8246 Advanced Topics in Physical Therapy (2:2:0,F,IVC) This course includes selected advanced topics of interest to the profession of physical therapy. Topics may include, but are not limited to: health and wellness promotion, women's physical therapy, ergonomics, alternative therapies, and biopsychosocial pain patterns. Additional topics of interest may be presented. ISBN: 978-0-7817-4481-2

AHPT 8301 Foundational Skills and Assessment (3:2:3,F,IVC) This course presents foundational tests and measures necessary for the physical therapy examination. Using didactic lecture and clinical laboratory practice, foundational physical therapy skills and assessments are covered including but not limited to: goniometry, manual muscle testing, postural assessment, balance assessment, gait assessment as it relates to gait training, use of assistive devices, transfer training, and general positioning and draping. ISBN: 978-0-8036-2954-7; ISBN: 978-1-457-0615-0; ISBN: 978-0-8036-1527-4; ISBN: 0-8036-2066-7; ISBN: 0-8036-1878-6

AHPT 8303 Biomechanics (3:3:0,F,IVC) This course provides students with a fundamental understanding of the biomechanics of the musculoskeletal system and integrated human movement with clinically relevant applications. ISBN: 13: 978-0-7817-7422-2; 10: 0-7817-7422-5; 978-1-60913-3351; 978-0-323-03989-5

AHPT 8310 Therapeutic Exercise (3:2:3,F,IVC) This course provides students with the psychomotor skills and reasoning tools necessary to create and implement a plan of care incorporating therapeutic exercise based interventions across the continuum of physical therapy practice. The major therapeutic exercise domains explored include flexibility training, resistance training, cardio-respiratory/aerobic training, relaxation, aquatic exercise, proprioceptive neuromuscular facilitation, balance, coordination, stabilization training and return to function. ISBN: 978-0-07-179369-8

AHPT 8314 Inpatient/Integumentary Physical Therapist Practice (3:2:3,F,IVC) This course presents material essential to a physical therapist's role in patient/client management in the inpatient setting (i.e., general medicine, surgical practice, acute care, ICU, and post-acute care rehabilitation placement), and the wound care/burn care setting. Utilizing didactic lecture and clinical laboratory practice, material associated with the five elements of the patient/client management by the physical therapist are acquired. These elements include the examination, evaluation of examination results, diagnosis, establishing a prognosis, and instituting appropriate interventions. Specific attention will be given to assessments and interventions within the inpatient/acute care setting and wound care/burn care. ISBN: 978-1-4557-2896-1; ISBN: 978-0-13-139524-4

AHPT 8318 Neuroscience (3:3:0,F,IVC) This course provides students with a fundamental understanding of the functions and pathologies of the central nervous system (CNS) as a basic science course in the neurorehabilitation curriculum. The emphasis will be on "systems-level neuroanatomy," i.e., functional neuroanatomy (e.g., motor and sensory pathways) and regional neuroanatomy (e.g., organization of spinal cord, brainstem, cerebral cortex, etc.). In addition, information processing by neurons will be addressed by coverage of axon physiology, synaptic neurotransmission and plasticity. The course will first survey the anatomical organization of the CNS, then sensory and motor functions of the CNS, and finish with a description of a number of neurological disorders that have clinical relevance to Physical Therapists. ISBN: 978-0-13-302469-2; ISBN: 978-1-60547-653-7

AHPT 8327 Healthcare and Business Management (3:3:0,F,IVC) This course examines healthcare business principles and concepts for the entry-level physical therapist in a clinical setting. Business principles, healthcare regulation, and compliance are applied to a range of clinical settings and organizational structures. The topics include business processes common to all business entities with an emphasis on the unique aspects of healthcare delivery, compliance, payment and daily operational tasks. ISBN: 13: 978-0-7817-8132-9

AHPT 8329 Human Development (3:3:0,F,IVC) This course examines human growth and development issues across the lifespan and theories relevant to the practice of physical therapy. The course focuses on typical development from

conception to senescence within the physical, cognitive, social, and emotional domains. ISBN: 978-0-766842606; ISBN: 978-1-2840-3887-3

AHPT 8407 Pathophysiology (4:4:0,F,IVC) This course provides a survey of clinical pathophysiology and covers key concepts related to the function and biological control of cells, tissues, organs, and body systems as well as structural and functional changes in cells, tissues and organs that underlie human disease. Basic principles of pathophysiology are addressed with focus on the cause, development, progress, and consequences of diseases related to the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal and other body systems. ISBN: 978-1416031185; ISBN: 9781416054511

AHPT 8414 Cardiopulmonary Physical Therapist Practice (4:3:3,F,IVC) This course examines primary and secondary cardiopulmonary impairments that limit patient outcomes in various settings including, intensive care units, long term care facilities, outpatient settings, school settings, and home health care. Emphasis is placed on the components of physical therapy practice – screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and evaluation of outcomes. The integration of other health care professionals into patient care will be discussed. Application of the following concepts is included: communication, individual and cultural differences, professional behavior, critical inquiry and clinical decision making, patient and caregiver education, pharmacological management, and management of health care delivery. ISBN: 978-0323059138; ISBN: 978-0803621428; ISBN: 978-1609136055.

AHPT 8422 Pediatric Physical Therapist Practice (4:3:3,F,IVC) This course focuses on physical therapist examination, evaluation, interventions, and expected outcomes for pediatric patients with musculoskeletal, neuromuscular, cardiopulmonary, or general medical impairments and functional limitations. The course includes discussion of physical therapist practice in specialized settings such as neonatal intensive care, early childhood intervention programs, and public schools. ISBN: 978-1-4160-6626-2

AHPT 8425 Musculoskeletal Physical Therapist Practice I (4:3:3,F,IVC) This course provides an in-depth study of the principles of orthopedic/musculoskeletal examination, evaluation, and intervention, and incorporates a detailed working knowledge of pathologic anatomy as it relates to functional limitation and movement dysfunction. This course provides the foundation for orthopedic intervention through the use of modalities, physical agents, joint mobilization/manipulation, and therapeutic exercise, as well as functional and post-surgical rehabilitation principles. ISBN:978-0-07-174404-1;ISBN:978-0-13-254478-8;ISBN:978-0-323-05590-1

AHPT 8426 Musculoskeletal Physical Therapist Practice II (4:3:3,F,IVC) This course provides an in-depth study of the principles of orthopedic/musculoskeletal examination, evaluation, and intervention, and incorporates a detailed working knowledge of pathologic anatomy as it relates to functional

limitation and movement dysfunction. This course provides the foundation for orthopedic intervention through the use of modalities, physical agents, joint mobilization/manipulation, and therapeutic exercise, as well as functional and post-surgical rehabilitation principles. ISBN: 978-0-07-174404-1; ISBN: 978-0-13-254478-8

AHPT 8453 Clinical Internship 2 (4:0:40,F) Eight weeks of full-time clinical experience (approximately 320 hours) in a predetermined specific PT clinical setting. The student has the opportunity to integrate patient management and evaluation skills and to develop entry-level and advanced competencies for entry-level physical therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS). No textbook is required.

AHPT 8455 Clinical Internship 3 (4:0:40,F) Eight weeks of full-time clinical experience (approximately 320 hours) in a predetermined specific PT clinical setting. The student has the opportunity to integrate patient management and evaluation skills and to develop entry-level and advanced competencies for entry-level physical therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS). No textbook is required.

AHPT 8456 Clinical Internship 4 (4:0:40,F) Eight weeks of full-time clinical experience (approximately 320 hours) in a predetermined specific PT clinical setting. The student has the opportunity to integrate patient management and evaluation skills and to develop entry-level and advanced competencies for entry-level physical therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS). No textbook is required.

AHPT 8458 Clinical Internship 5 (4:0:40,F) Eight weeks of full-time clinical experience (approximately 320 hours) in a predetermined specific PT clinical setting. The student has the opportunity to integrate patient management and evaluation skills and to develop entry-level and advanced competencies for entry-level physical therapists as defined in the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS). No textbook is required.

AHPT 8500: Gross Anatomy (5:3:6,F) An integrated study of gross human anatomy embodying gross morphology and coordinating with developmental and histological aspects of the body. Included is regional dissection with emphasis on the musculoskeletal, nervous, circulatory and respiratory systems. ISBN: 978-1-45111-945-9; ISBN: 978-1-60406-7453-3 or ISBN: 978-1-4160-5951-6

AHPT 8521 Neuromuscular Physical Therapist Practice (5:4:3,F,IVC) This course examines the pathology, medical diagnosis process, and medical and surgical interventions of neuromuscular conditions in adults that are commonly seen by Physical Therapists. It focuses on Physical Therapy examination, evaluation, and intervention for adult clients with neurological disorders based on current research, evidence, and practice guidelines. ISBN: 978-0803625792; ISBN: 978-0131598669; ISBN:0-7817-6691-5

Transitional Doctor of Physical Therapy Pathway

Program Description

The Transitional Doctor of Physical Therapy is a clinical doctoral degree designed for licensed physical therapists seeking to advance their knowledge, skills, and behaviors to a level consistent with the current professional entry-level Doctor of Physical Therapy (DPT) standards. It is designed for experienced physical therapists who wish to augment their current knowledge and skills in order to keep up with changing expectations of the profession. The Transitional DPT differs from an advanced post-professional degree in that it does not reflect the acquisition of advanced or specialized clinical skills, but rather it reflects the augmentation in the physical therapy professions body of knowledge and state of practice.

Admission to the Program

Eligibility requirements for admission to the Transitional DPT program are as follows:

- Either a bachelor's or master's professional degree in physical therapy
- License to practice physical therapy within the United States. Documentation submitted with application.
- All official college transcripts: undergraduate, physical therapy program, graduate, and any other relevant university course work.
- Acceptable grade point average (3.0 minimum on a 4.0 scale).
- At least one supporting letter of reference from a current / former employer or a professional colleague.
- Résumé listing professional experience.
- Essay about personal professional goals in 500 words or less.
- TOEFL or IELTS (Internationally trained applicants from a non-English speaking country).

The Application Process

Applications are accepted for admission for the Fall, Spring and Summer semesters. Application deadlines are July 1 for Fall, November 1 for Spring, and April 1 for Summer.

Applicants must complete and submit the application for admission online at www.ttuhscc.edu/merlin.

Additional application materials, such as university transcripts and documentation of possession of a physical therapy license in the United States, should be sent to the Texas Tech University Health Sciences Center, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

The Commission on Accreditation in Physical Therapy Education (CAPTE) does not offer accreditation for post-professional program in physical therapy, such as the transitional-DPT.

The Professional Curriculum

Students with a master's degree in physical therapy are required to complete 27 semester credit hours. Students with a bachelor's degree in physical therapy are required to complete 33 semester credit hours. All students are required to take the 7 core (required) courses. Students with a master's degree in physical therapy choose 2 electives and students with a bachelor's degree in physical therapy choose 4 electives. All courses are taught online. Most courses will be taught at least once per year. Students are required to successfully complete at least two courses within each academic year. While each student's curriculum is flexible, it is expected that course work requirements for the Transitional DPT degree be completed within five years. Each student will design a degree plan on admission to the program in conjunction with the Program Director.

Course Descriptions

AHPT 8070 Independent Study (3:3:0,O) This independent study course is designed to meet the student's needs and/or interest. Instructor approval required prior to enrollment.

AHPT 8361 Professional Development (3:3:0,O) This course focuses on the professional role and responsibility of the physical therapist at a doctoral level. Students will analyze professional core values and their own professional development as a DPT. There will be a focus on the application of ethical analysis and decision-making as physical therapists become an entry-point into healthcare for patients and clients. No required textbook.

AHPT 8362 Health and Wellness Promotion (3:3:0,O) This course focuses on the theories and practice of health promotion and wellness and is designed to assist students in acquiring the knowledge, skills, and tools they need to successfully integrate health promotion and wellness into physical therapy practice. Students will complete health promotion and wellness modules on topics such as: health promotion in physical therapy practice; individual and societal determinants of health and wellness; theories of behavior change; techniques for patient education and counseling in the areas of lifestyle change, physical activity, nutrition, and weight management. A major focus is on learning to use behavior modification techniques to help motivate and support lifestyle changes, improve health, and prevent disease. As part of this course, students will research and develop a health promotion intervention that can be delivered in their physical therapy practice setting. No required textbook.

AHPT 8363 Screening and Differential Diagnosis (3:3:0,O) This course provides education in screening and differential diagnosis of conditions that may require referral to or examination by a physician. This course will educate the student about proper screening for medical disease to make an informed physical therapy diagnosis. Students will be required to draw upon their comprehensive knowledge of all body systems to distinguish musculoskeletal and neuromuscular pathology from systemic conditions involving medical pathology which would require a referral to a different healthcare practitioner. ISBN: 978-1-4377-2543-8

AHPT 8364 Diagnostic Imaging (3:3:0,O) This course will cover the basic science behind multiple imaging modalities (x-rays, MRI, CT, arthrograms, USI, PET scans, etc), advantages and disadvantages of each intervention, and referral for imaging services or consultation. Anatomy of bone, joint, cartilage, soft tissue, and CNS structure for the appropriate imaging devices will be discussed by joint/region along with clinical reasoning algorithms for assistance with imaging selection and interpretation. Special features and views will be discussed as applicable for each imaging device. ISBN: 978-0-8036-3821-1

AHPT 8365 Evidence-Based Practice (3:3:0,O) This course will prepare the student to develop the knowledge and skills needed for evidence-based physical therapist practice. Students will learn to apply evidence to clinical practice by integrating evidence, patient values, and clinical experience. Specifically, students will be able to perform all steps involved in evidence-based practice: pose a question based on a patient problem, search the literature for evidence, critically appraise the evidence for validity and reliability, and determine if the evidence is applicable to clinical practice. The main goal of the course is for students to become consumers of scientific literature. ISBN: 978-1-2840-3416-5

AHPT 8366 Clinical Application of Pharmacology (3:3:0,O) This course provides a survey of pharmacology and covers key concepts related to the cellular actions, therapeutic uses, and side effects of major drug classes used in the management of disease. Basic principles of pharmacology are addressed with focus on the mechanisms of action of classes of drugs and effects of specific drugs on the major systems of the body (nervous, musculoskeletal,

cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems). The pathophysiology of disease is also reviewed. The major focus of this course is on the relevant applications of pharmacotherapy to physical therapy clinical practice and patient management. ISBN: 978-0-8036-4029-0

AHPT 8367 Business Concepts for Physical Therapists (3:3:0,O) This course focuses on the issues faced by physical therapy administration within the current healthcare industry. Topics include business analysis, human resources, marketing, legislation, reimbursement models, ethical issues, compliance, and advocacy as components of a strategic planning process. ISBN: 978-0-7817-8132-9, 978-1-4217-0217-8

Elective Courses (students with a master's degree in physical therapy choose 2 and student's with a bachelor's degree in physical therapy choose 4.):

AHPT 8371 Musculoskeletal Physical Therapy Practice (3:3:0,O) This course surveys evidence-based physical therapy examination, evaluation, and interventions for patients with musculoskeletal pathologies and impairments. The student will apply clinical decision making and clinical practice guidelines. The course includes an overview of current intervention philosophies. ISBN: 978-0-0714-7401-6

AHPT 8372 Neuromuscular Physical Therapy Practice (3:3:0,O) This course surveys evidence-based physical therapy examination, evaluation, and interventions for patients with neuromuscular pathologies and impairments. The student will apply clinical decision making and clinical practice guidelines. The course includes an overview of current intervention philosophies to enhance neuroplasticity. ISBN: 978-1-60831-018-0

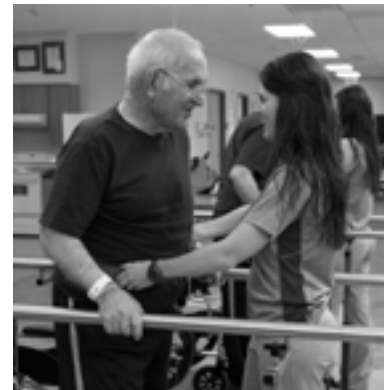
AHPT 8373 Pediatric Physical Therapy Practice (3:3:0,O) This course surveys evidence-based physical therapy examination, evaluation, and interventions for pediatric clients with musculoskeletal and neuromuscular conditions. The student will apply clinical decision making and clinical practice guidelines in different environments of care.

AHPT 8374 Women's Physical Therapy Practice (3:3:0,O) This course survey's evidence-based physical therapy examination, evaluation, and interventions for conditions specific to women from adolescence to old age. The student will apply clinical decision making and clinical practice guidelines. The course includes and overview of current intervention philosophies.

AHPT 8375 Integumentary Physical Therapy Practice (3:3:0,O) This course surveys evidence-based physical therapy examination, evaluation, and interventions for patients with integumentary pathologies. The student will apply clinical decision making and clinical practice guidelines. The course includes an overview of current intervention philosophies. ISBN: 978-0-8036-1904-3

AHPT 8376 Geriatric Physical Therapy Practice (3:3:0,O) This course provides an in-depth approach to exploring the physiologic, pathologic, and socio-cultural changes in musculoskeletal, neurological, integumentary, cardiopulmonary and metabolic systems that occur with aging. Emphasis is placed on application of evidence-based physical therapy assessment and intervention in the geriatric practice setting. ISBN: 978-0-1317-0826-6

AHPT 8377 Rehabilitation Technology (3:3:0,O) This course surveys evidence-based patient management using assistive and adaptive devices and rehabilitation technology across the lifespan. Information specific to mobility devices (manual and power wheelchairs), standers, gait trainers, environmental control units, and assistive and augmentative communication are emphasized. In addition, current technologies to assess and document architectural barriers will be addressed. The student will apply clinical decision making relative to current and emerging technologies in physical therapy patient management. ISBN: 978-0-3230-9631-7



tDPT / ScD in PT Coordinated Curriculum

The Transitional Doctor of Physical Therapy (tDPT) and Doctor of Science in Physical Therapy (ScD) programs have designed a pathway to earning both degrees. The purpose of the coordinated tDPT-ScD curricula is:

- To advance the knowledge, skills and behaviors of the BSPT and MPT professional to a level consistent with the current professional (entry-level) Doctor of Physical Therapy (DPT) standards.
- To allow the BSPT and MPT professional the opportunity to coordinate curricula that would permit the earning of credit hours in the tDPT program that would also meet some of the academic credit hour requirements in the ScD in PT (ScD) degree.

For students interested in pursuing both the tDPT and ScD degrees, the recommended steps would be as follows:

BSPT Students:

BSPT students entering the tDPT program are required to take 7 core courses and 4 electives for a total of 33 credit hours (3 credit hours per course).

1. The student needs to apply and be accepted to both the tDPT and ScD programs; acceptance into the programs can occur in different semesters.
2. The student must complete the 7 tDPT core courses. It is recommended that Diagnostic Imaging (AHPT 8364) and Screening and Differential Diagnosis (AHPT 8363) be taken in the tDPT curriculum. These 6 SCH can then be applied toward the required ScD credit hours.
 - The student may choose to take Radiologic Imaging (AHPT 6317) and/or Orthopaedic Physical Therapy Screening (AHPT 6404) in the ScD program to fulfill tDPT courses AHPT 8364 and/or AHPT 8363. The student should recognize that there will be a required contact session (2-3 days duration) at the Lubbock campus for both of these ScD courses; the student will be responsible for the expenses associated with the travel.
3. The students must complete 4 tDPT elective courses with the option of enrolling in 2 ScD courses (see list below) that can be taken in place of 2 (of the 4) tDPT electives. These 6 SCH can then be applied towards the required ScD credit hours. The remaining 2 tDPT electives will be chosen from tDPT courses. Eligible ScD courses include:
 - AHPT 6321 Advanced Clinical Practice for the Shoulder Complex
 - AHPT 6322 Advanced Clinical Practice for the Elbow and Forearm
 - AHPT 6323 Advanced Clinical Practice for the Wrist and Hand
 - AHPT 6324 Advanced Clinical Practice for the Hip Complex

- AHPT 6325 Advanced Clinical Practice for the Knee Complex
- AHPT 6326 Advanced Clinical Practice for the Ankle and Foot
- AHPT 6327 Advanced Clinical Practice for the Upper Cervical Spine
- AHPT 6328 Advanced Clinical Practice for the Lower Cervical Spine
- AHPT 6329 Advanced Clinical Practice for the CTJ and TOS
- AHPT 6330 Advanced Clinical Practice for the Thoracic Spine and Ribs
- AHPT 6331 Advanced Clinical Practice for the Acute Lumbosacral Pain
- AHPT 6332 Advanced Clinical Practice for the Recurrent and Chronic Lumbosacral Pain
- AHPT 6303 Basic and Applied Science in Orthopaedics
- AHPT 6305 Updates in Orthopaedic Surgical Management
- AHPT 6311 Clinical Studies in Anatomy
- AHPT 6312 Neuroscience of Pain
- AHPT 6313 Biomechanics in Orthopaedics
- AHPT 6314 Motor Control in Orthopaedic Physical Therapy
- AHPT 7301 Seminar in Clinical Research Design
- AHPT 7305 Curriculum Design and Teaching in Allied Health
- AHPT 7404 Education Evaluation in Allied Health
- AHPT 7406 Advanced Statistics in Allied Health Sciences

There is a need for students with a BSPT degree who are enrolled in both tDPT and ScD programs to take the following into account: (i) tDPT courses do not have contact sessions – students enrolling in an ScD course should understand that they will need to attend the associated contact session, and (ii) upon successful completion of the tDPT curriculum, the student will graduate with their DPT degree and will be eligible for the ScD program curriculum requirements that apply to DPT graduates.

MPT Students:

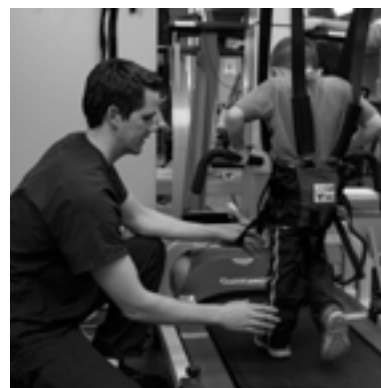
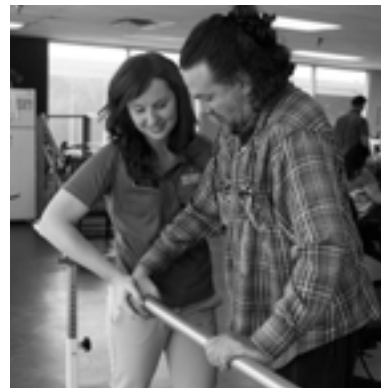
MPT students entering the tDPT program are required to take 7 core courses and 2 electives for a total of 27 credit hours (3 credit hours per course).

1. The student needs to apply and be accepted to both the tDPT and ScD programs; acceptance into the programs can occur in different semesters.
2. The student must complete the 7 tDPT core courses. It is recommended that Diagnostic Imaging (AHPT 8364) and Screening and Differential Diagnosis (AHPT 8363) be taken in the tDPT curriculum. These 6 SCH can then be applied toward the required ScD credit hours.
 - The student may choose to take Radiologic Imaging (AHPT 6317) and/or Orthopaedic Physical Therapy Screening (AHPT 6404) in the ScD program to fulfill tDPT courses AHPT 8364 and/or AHPT 8363. The student should recognize that there will be a required contact session (2-3 days duration) at the Lubbock campus for both of these ScD courses; the student will be responsible for the expenses associated with the travel.

3. The students must complete 2 tDPT elective courses with the option of enrolling in 2 ScD courses (see list below) that can be taken in place of their tDPT electives. These 6 SCH can then be applied towards the required ScD credit hours. Eligible ScD courses include:

- AHPT 6321 Advanced Clinical Practice for the Shoulder Complex
- AHPT 6322 Advanced Clinical Practice for the Elbow and Forearm
- AHPT 6323 Advanced Clinical Practice for the Wrist and Hand
- AHPT 6324 Advanced Clinical Practice for the Hip Complex
- AHPT 6325 Advanced Clinical Practice for the Knee Complex
- AHPT 6326 Advanced Clinical Practice for the Ankle and Foot
- AHPT 6327 Advanced Clinical Practice for the Upper Cervical Spine
- AHPT 6328 Advanced Clinical Practice for the Lower Cervical Spine
- AHPT 6329 Advanced Clinical Practice for the CTJ and TOS
- AHPT 6330 Advanced Clinical Practice for the Thoracic Spine and Ribs
- AHPT 6331 Advanced Clinical Practice for the Acute Lumbosacral Pain
- AHPT 6332 Advanced Clinical Practice for the Recurrent and Chronic Lumbosacral Pain
- AHPT 6303 Basic and Applied Science in Orthopaedics
- AHPT 6305 Updates in Orthopaedic Surgical Management
- AHPT 6311 Clinical Studies in Anatomy
- AHPT 6312 Neuroscience of Pain
- AHPT 6313 Biomechanics in Orthopaedics
- AHPT 6314 Motor Control in Orthopaedic Physical Therapy
- AHPT 7301 Seminar in Clinical Research Design
- AHPT 7305 Curriculum Design and Teaching in Allied Health
- AHPT 7404 Education Evaluation in Allied Health
- AHPT 7406 Advanced Statistics in Allied Health Sciences

There is a need for students with a BSPT degree who are enrolled in both tDPT and ScD programs to take the following into account: (i) tDPT courses do not have contact sessions – students enrolling in an ScD course should understand that they will need to attend the associated contact session, and (ii) upon successful completion of the tDPT curriculum, the student will graduate with their DPT degree and will be eligible for the ScD program curriculum requirements that apply to DPT graduates.



Doctor of Science in Physical Therapy

The mission for the Doctor of Science (Sc.D.) Program in Physical Therapy is to provide advanced post-professional education to practicing physical therapists in Texas and nationwide. There is a strong need for advanced clinical mastery in Physical Therapy, based on unique decisions and functions of practicing physical therapists. The Sc.D. program will provide practitioners with the opportunity to develop the advanced knowledge base, clinical skills, and professional competencies needed for state-of-the-art evaluation and treatment of their patients, as well as the successful management of clinical services located in isolated practice settings. The Sc.D. program will provide clinicians a means to develop into highly skilled participants in clinical education and research, thus contributing to the growth and development of evidence-based practice within the profession.

There is a knowledge revolution found in Physical Therapy literature, advancing the boundaries of clinical science, technology, and therapeutic insight. This advancement has created potential for excellence in clinical evaluation, management and research skills. The Sc.D. program will prepare licensed therapists to develop the needed competencies in advanced Physical Therapy diagnosis and therapeutic interventions required in the isolated practice settings. The clinical doctorate is a logical means for therapists to achieve needed levels of expertise and specialization with the aim to increase the level of sophistication, efficiency, efficacy, and clinical outcomes in physical therapy practice. This clinical expertise will equip the Sc.D. practitioner with the advanced skill set that is increasingly essential for successful practice. This advanced level of information, skills, competencies and critical thinking requires the rigorous, formalized study that is not available in an entry level program or post-graduate continuing education.

Program Description

The Sc.D. is a clinical doctoral degree designed for licensed Physical Therapy practitioners to develop into advanced clinicians. It emphasizes orthopaedic Physical Therapy in response to the great number of orthopaedic afflictions suffered by patients. Over 80% of all patients seeking Physical Therapy services suffer from orthopaedic afflictions. Thus, this program will provide concentrated study at the applied doctoral level in the clinical science areas of orthopaedic Physical Therapy practice.

The Sc.D. program emphasizes orthopaedic Physical Therapy diagnostics and manual therapy. Courses will be conducted through a weekend format with Web-based course enhancement. Faculty and students communicate with each other in person, via phone, fax, electronic mail or internet. Students entering the program should have ready access to a computer and be familiar with word processing, spreadsheet, and internet applications. Students without computers are required to purchase one and become familiar with it prior to beginning the program.

Admission to the Program

The following requirements will be considered for admission into the program:

- A Bachelor's, Master's, or Doctorate (D.P.T.) professional degree in Physical Therapy
- At least one year of clinical experience
- Current engagement in practice as a Physical Therapist
- All official college/university transcripts
- Acceptable grade point average
- Two supporting letters of reference

Application Process

Applications will be considered for Summer or Fall enrollment. The deadline for the Summer semester is March 15, and June 1 for Fall admissions. Two reference letters are required; one from an employer or former university educator and one from a colleague in the health professions.

Applicants must complete and submit the online application. Additional application materials should be sent to the Texas Tech University Health Sciences Center, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

Program Curriculum

The following courses are offered at least once every two years. Sc.D. students with a Bachelor's degree are required to successfully complete a minimum of 70 hours from the following curriculum. Students with a Master's degree are required to successfully complete a minimum of 48 semester hours. Students with a DPT are required to successfully complete a minimum of 36-48 hours, depending on their previous DPT coursework. Each DPT applicant's transcript is considered on a case-by-case basis and final required hours are determined by the admissions committee who will evaluate if any DPT courses will substitute for a ScD course. Requirements within each course section for DPT, Master's or Bachelor's graduates are provided below. Students will select either the Teaching or Research Track early in their curriculum. While each student's curriculum schedule is flexible, students are expected to finish the program within seven years.

Clinical, Core, and Elective Coursework

CLINICAL COURSEWORK

D.P.T. & Master's graduates are required to successfully complete 6 courses (either all extremity or all spine), B.S.P.T. graduates are required to successfully complete all

Each of these courses will include 30 contact hours (classroom, clinical laboratory, and practice) over an extended weekend. In addition to the outside reading that will be assigned to the students, they will participate in 30 hours of interactive work that complements the class and lab course: 2 hours per week (for 15 weeks) that includes lecture, discussion and problem solving on the ScD website. The website work will provide discussions and interactive sessions concerning related basic and applied science topics that are linked to the course material.

Extremity Topic Course		Credit Hours
AHPT 6321	Advanced Clinical Practice for the Shoulder Complex	3
AHPT 6322	Advanced Clinical Practice for Elbow & Forearm	3
AHPT 6323	Advanced Clinical Practice for Wrist & Hand	3
AHPT 6324	Advanced Clinical Practice for the Hip Complex	3
AHPT 6325	Advanced Clinical Practice for the Knee Complex	3
AHPT 6326	Advanced Clinical Practice for the Ankle & Foot	3

Spine Topic Course		Credit Hours
AHPT 6327	Advanced Clinical Practice for the Upper Cervical Spine	3
AHPT 6328	Advanced Clinical Practice for the Lower Cervical Spine	3
AHPT 6329	Advanced Clinical Practice for CTJ & TOS	3
AHPT 6330	Advanced Clinical Practice for the Thoracic Spine & Ribs	3
AHPT 6331	Advanced Clinical Practice for Acute Lumbosacral Pain	3
AHPT 6332	Advanced Clinical Practice for Recurrent & Chronic Lumbosacral Pain	3

The total core coursework (7 semester hours for all students) will include systems screening and imaging content and skills that are necessary for advanced contemporary Physical Therapy practice. Class attendance will be accomplished in two different ways: (1) web-supported learning; (2) traditional classroom or laboratory setting over long weekends.

CORE COURSES

D.P.T., Master's, and B.S.P.T. graduates are required to successfully complete all

Course		Credit Hours
AHPT 6317	Radiological Anatomy	3
AHPT 6404	Orthopaedic Physical Therapy Screening	4

ELECTIVES

D.P.T. & Master's graduates attend 3, B.S.P.T. graduates attend 6

The total elective coursework (9 semester hours for the DPT and Master's graduate and 18 hours for the BSPT graduate) will include basic and applied sciences related to orthopaedic medicine, clinical science and Physical Therapy management. Class attendance will be accomplished in two different ways (1) web supported learning; (2) traditional classroom or laboratory setting over long weekends.

Course		Credit Hours
AHPT 6303	Basic & Applied Science in Orthopaedics	3
AHPT 6305	Updates in Orthopaedic Surgical Management	3
AHPT 6311	Clinical Studies in Anatomy	3
AHPT 6312	Neuroscience of Pain	3
AHPT 6313	Biomechanics in Orthopaedic Physical Therapy	3
AHPT 6314	Motor Control in Orthopaedic Physical Therapy	3
AHPT 6319	Contemporary Topics in Autonomous Practice	3

Student evaluation for each didactic course will depend on the course. For many of the long weekend courses, the students will be evaluated through course participation, article abstracts, examinations, and term papers. For the website courses, students will be evaluated with online examinations, term papers, and logged participation in chat-room discussions.

Teaching Track

This track emphasizes the theories, skills, and tools required for effective teaching in Physical Therapy. Students' clinical projects will emphasize the development, implementation and evaluation of a course or course component with other health professionals, patients, or the general public.

EDUCATION COURSES

D.P.T., Master's and B.S.P.T. graduates are required to successfully complete all

Course		Credit Hours
AHPT 7404	Educational Evaluation in Allied Health	4

CLINICAL PROJECT

D.P.T., Master's, and B.S.P.T. graduates are required to successfully complete all

Course		Credit Hours
AHPT 7000-7002	Clinical Dissertation Project 1-3	3
AHPT 7104	Clinical Dissertation Project Presentation	1
AHPT 7305	Curriculum Design and Teaching in Allied Health	3

Research Track

This track emphasizes the theories, skills, and tools required for effective research in Physical Therapy. Students' clinical projects will emphasize the development, implementation, analysis and discussion of a clinical research project in a practice setting.

STATISTICS COURSES

D.P.T., Master's, and B.S.P.T. graduates are required to successfully complete all

Course		Credit Hours
AHPT 7406	Advanced Statistics in Allied Health Sciences	4

CLINICAL PROJECT

D.P.T., Master's, and B.S.P.T. graduates are required to successfully complete all

Course		Credit Hours
AHPT 7000-7002	Clinical Dissertation Project 1-3	3
AHPT 7104	Clinical Dissertation Project Presentation	1
AHPT 7301	Seminar in Clinical Research Design	3

During post-professional studies, students are required to adhere to all program policies and academic and behavioral guidelines as stated in the Physical Therapy Doctoral Student Policy Manual. Expenses incurred during all weekend courses and clinical rotations are the responsibility of the student.

Course Descriptions

AHPT 6111 through 6116 Teaching Assistantship 1: (1:1:3:H) Enrollment allowed only after instructor pre-approval. This course provides the platform for students to receive mentoring from ScD faculty in the delivery of clinical track courses with the ScD. Students will be mentored on a case-by-case basis. Student will participate with the ScD faculty clinical course coordinator in the design, delivery and administration of online doctoral coursework and threaded discussions, where their clinical expertise will benefit the ScD Faculty and Students. Case studies will be discussed and mock clinic sessions will be executed. No textbook required.

AHPT 6303 Basic and Applied Science in Orthopaedics (3:3:0,H) This course addresses select basic science processes associated within the musculoskeletal system. These include histology and physiology of bone, cartilage, tendons, and ligaments. Muscle physiology will also be discussed as it relates to orthopaedic dysfunction. ISBN: 1609133358

AHPT 6305 Updates in Orthopaedic Surgical Management (3:3:0,H) This course will evaluate recent developments from the literature in orthopaedic surgical management, in terms of indications, methodology, and rehabilitation. Emphasis will be placed on the implications of each procedure for rehabilitation. Specific rehabilitation measures will be discussed and related to techniques taught in other SC.D. courses within the curriculum. No textbook is required.

AHPT 6311 Clinical Studies in Anatomy (3:3:0,H) This course will allow students to observe prosected human cadaveric specimens with emphasis on musculoskeletal structures. Each ½ day session will include a short lecture at the beginning for review of anatomical structures to be observed, as well as the relevance of each of those structures to examination and treatment of orthopaedic afflictions. ISBN: 1582558566; ISBN: 1455704180

AHPT 6312 Neuroscience of Pain (3:3:0,H) This course addresses select neuroscience processes associated within the musculoskeletal system. These include the sensory function and integration; and dysfunction of the nervous system as it relates to orthopaedic afflictions, including pain production and control; neuroscience of motor planning, initiation and control in response to pain. ISBN:1437702945

AHPT 6313 Biomechanics in Orthopaedic Physical Therapy (3:3:0,H) This course will emphasize the biomechanics of musculoskeletal structures, including bone, cartilage, ligament, tendon, and muscle tissue. Emphasis on joint and tissue mechanics will be related to musculoskeletal injury and orthopaedic affliction. ISBN: 1609133358; ISBN: 0736093400

AHPT 6314 Motor Control in Orthopaedic Physical Therapy (3:3:0,H) This course will emphasize motor control strategies associated with musculoskeletal function and motor control dysfunction associated with orthopaedic pathologies. This course will integrate concepts from exercise science and experimental psychology for the explanation of relevant issues concerning motor learning and control for the orthopaedic patient. Additionally, patient management strategies derived from these principles will be discussed. ISBN: 0736079610

AHPT 6317 Radiological Anatomy (3:3:0,H) Examines the technology and applications of imaging for understanding normal and pathological human anatomy. Plain-film imaging, MRI, CT, and diagnostic ultrasound will be appropriately applied to this discussion. A systematic approach to understanding various images across different joint systems will be provided. In addition, specific normal and pathological anatomy for the spine and extremities will be viewed on x-ray, MRI, and CT, along with special topics in diagnostic ultrasound. Emphasis will be placed on defining normal and pathological anatomy associated with various joints systems as it relates to musculoskeletal conditions. These topics will be related to evidence-based clinical practice of musculoskeletal disorders that is appropriate for the Physical Therapist. Evidence-based readings and web-supported tutorials will be utilized. ISBN: 0803638213

AHPT 6319 Contemporary Topics in Autonomous Practice (3:3:0,H) This course will address selected special topics in modern orthopaedic Physical Therapy practice. This course will emphasize special topics not covered in the other courses within the ScD curriculum. Selected special topics will serve as the cornerstone of the course, including modern soft tissue examination

and management, while other topics will change in pace with changes in contemporary Physical Therapy clinical practice. Patient examination and management strategies derived from these principles will be discussed. No textbook is required.

AHPT 6321 Advanced Clinical Practice for the Shoulder Complex (3:3:0,H) This course presents the examination and treatment of afflictions in the shoulder complex. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, impingement, instability, labral afflictions, and soft tissue lesions. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6322 Advanced Clinical Practice for the Elbow & Forearm (3:3:0,H) This course presents the examination and treatment of afflictions in the elbow/forearm complex. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, peripheral nerve mobility limits and entrapment, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6323 Advanced Clinical Practice for the Wrist & Hand (3:3:0,H) This course presents the examination and treatment of afflictions in the wrist/hand complex. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, peripheral nerve mobility limits and entrapment (including Carpal Tunnel Syndrome), and soft tissue afflictions (including tendinitis and tenosynovitis). Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6324 Advanced Clinical Practice for the Hip Complex (3:3:0,H) This course presents the examination and treatment of afflictions in the hip complex. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-

specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, peripheral nerve mobility limits and entrapment, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6325 Advanced Clinical Practice for the Knee Complex (3:3:0,H)

This course presents the examination and treatment of afflictions in the knee complex. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, meniscal afflictions, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6326 Advanced Clinical Practice for the Ankle & Foot (3:3:0,H)

This course presents the examination and treatment of afflictions in the ankle/foot complex. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, instability, peripheral nerve mobility limits and entrapment (including Tarsal Tunnel Syndrome), and soft tissue afflictions (including tendinitis, tenosynovitis, fasciitis, and bursitis). Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6327 Advanced Clinical Practice for the Upper Cervical Spine (3:3:0,H)

This course presents the examination and treatment of afflictions in the Upper Cervical complex. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to arthritis/arthrosis, chondropathy/chondromalacia, instability, degeneration, cervicogenic headache, vascular afflictions, and soft tissue afflictions. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6328 Advanced Clinical Practice for the Lower Cervical Spine (3:3:0,H)

This course presents the examination and treatment of afflictions in the Cervical Disc Segments (CDS). The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to acute cervical spine afflictions; recurrent afflictions

that include instability, stenosis/spondylosis, and soft tissue afflictions; and chronic cervical pain. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6329 Advanced Clinical Practice for the CTJ & TOS (3:3:0,H)

This course presents the examination and treatment of afflictions in the Cervico-Thoracic Junction (CTJ). The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to acute upper thoracic afflictions, recurrent upper thoracic afflictions, instability, Thoracic Outlet Syndrome (TOS), soft tissue afflictions, and chronic upper thoracic pain. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6330 Advanced Clinical Practice for the Thoracic Spine & Ribs (3:3:0,H)

This course presents the examination and treatment of afflictions in the Thoracic Spine and ribs. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to acute thoracic spine afflictions, recurrent thoracic spine afflictions, instability, arthrosis/arthritis, soft tissue afflictions and chronic thoracic pain. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6331 Advanced Clinical Practice for Acute Lumbosacral Pain (3:3:0,H)

This course presents the examination and treatment of acute lumbar spine afflictions and afflictions of the SIJ. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, treatment to acute discogenic afflictions, and joint-specific treatment measures to the Sacroiliac Joint. This course includes management approaches to acute discogenic afflictions, as well as SIJ pain, hypomobilities and hypermobilities. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6332 Advanced Clinical Practice for Recurrent and Chronic Lumbosacral Pain (3:3:0,H)

This course presents the examination and treatment of recurrent and chronic afflictions in the lumbar spine. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical contact sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures.

This course includes management approaches to instability, stenosis/spondylosis, arthritis/arthrosis, chondropathy/chondromalacia, soft tissue afflictions and chronic lumbosacral pain. Case studies will be discussed and mock clinic sessions will be conducted. No textbook is required.

AHPT 6404 Orthopaedic Physical Therapy Screening (4:4:0,H) This course will enhance physical therapists' knowledge and clinical skills designed to assist in the screening of patients for orthopaedic conditions which require examination by a physician. The class experiences should strengthen professional communication between physical therapists and physicians facilitating patient referral to physician. Radiology and laboratory screening are presented as special topics to enhance the therapist's understanding of pathology and the clinical implications of patient presentation. ISBN: 1437725430; ISBN: 1416061053

AHPT 7000 Clinical Project (V:1-6,H) This is the student's independent clinical project. Content and goals will be established through mutual consent of student and instructor. No textbook is required.

AHPT 7001 Clinical Project 2 (V:1-6,H) Prerequisite: AHPT 7000. This is the continuation of a student's independent clinical project. Content and goals will be established through mutual consent of student and instructor. No textbook is required.

AHPT 7002 Clinical Project 3 (V:1-6,H) Prerequisite: AHPT 7000 & AHPT 7001. This is the continuation of a student's independent clinical project. Content and goals will be established through mutual consent of student and instructor. No textbook is required.

AHPT 7104 Clinical Project Presentation (1:1:0,H) For this credit, the student will present the development and findings from the project clinical project before the Sc.D. faculty, other students and clinicians from the community. No textbook is required.

AHPT 7301 Seminar in Clinical Research Design (3:3:0,H) This course will emphasize methods in clinical research. This will include processes of obtaining, processing, interpreting, and using clinical data. ISBN: 0131716409

AHPT 7305 Curriculum Design and Teaching in Allied Health (3:3:0,H) This course discusses the theories and applications of curriculum design, emphasizing applications to entry-level and post-professional educational settings in Physical Therapy. Students are exposed to core theories, principles and applications that relate to teaching Physical Therapy students and professionals. ISBN: 1133936792

AHPT 7404 Educational Evaluation in Allied Health (4:4:0,H) This course will discuss educational evaluation theory and tools, emphasizing methods of objective and performance-based evaluation. Students will learn to draft specific evaluation measures used in an educational setting. ISBN: 0132689669

AHPT 7406 Advanced Statistics in Allied Health Sciences (4:4:0,H2)

This course will familiarize the student with various tools used in parametric and non-parametric statistical analyses. Parametric tools will include Pearson r correlation, regression, t-test, analysis of variance, and selected multivariate designs. Non-parametric tools will include one, two, and k-sample designs; as well as Spearman, phi, and point biserial correlation coefficients. The course will include single-subject design, sequential clinical trials, and survey methodology. Emphasis will be placed on research findings that evaluate specific clinical populations. ISBN: 0131716409



Doctor of Philosophy in Rehabilitation Sciences (Ph.D.)

Program Description

Rehabilitation Sciences is an interdisciplinary field of study that investigates theories and practices that contribute to improving the quality of life of individuals who have functional limitations caused by physical impairments. The mission of the Doctor of Philosophy (PhD) in Rehabilitation Sciences program is to educate students to become faculty scholars (teachers and researchers), leaders and innovators in rehabilitation science to advance knowledge about factors and process that contribute to physical disability and how they can be reversed or minimized through rehabilitation.

Admission to the Program

Admission to the Doctor of Philosophy in Rehabilitation Sciences program is competitive and is based in part on the candidate's academic record, professional experiences, goals, interests, GRE scores, and potential to substantively contribute to the field of rehabilitation sciences. Candidates for admission must hold a bachelor's degree or higher in a related field (e.g., physical therapy, occupational therapy, athletic training, kinesiology, biology, medicine, biomedical engineering, etc.). Candidates must submit official transcripts that reflect the earned degree and a minimum cumulative GPA of 3.0 out of 4.0. Candidates who hold a Bachelor's degree must have an undergraduate GPA of 3.0 or better, while candidates who hold a higher degree must have at least a 3.0 GPA for each undergraduate and graduate degree, as applicable. Candidates also must submit official GRE scores (verbal, quantitative, analytical, writing); at least three letters of recommendation; a formal and well-crafted letter of intent specifying appropriate goals, interests, and work or other experiences consistent with the objectives of the program; a current résumé; and any other pertinent information that is volunteered. Candidates who speak English as a second language must submit official TOEFL scores. Qualified candidates will be interviewed by at least one member of the PhD admissions committee prior to a formal decision about acceptance into the program.

Applications for admission should be submitted by February 1 for the Summer semester, March 15 for the Fall semester and October 15 for the Spring semester.

Program Curriculum

The PhD in Rehabilitation Sciences program is an interdisciplinary program that requires completion of 88 semester credit hours post-baccalaureate, including 76 semester credit hours of course work and 12 semester credit hours of dissertation. Up to 24 semester credit hours may be transferred from an approved graduate program. Students entering the program who hold a bachelor's degree or a

graduate degree without a thesis must successfully complete a research project within the program prior to embarking on dissertation research. All students must successfully complete a qualifying examination for admission to candidacy prior to beginning the dissertation. All students must successfully complete a doctoral dissertation.

The PhD in Rehabilitation Sciences program curriculum consists of five major content areas: Rehabilitation Sciences core (32 credit hours), pedagogy and teaching (5 credit hours), approved electives (12 credit hours), research tools (21 credit hours), and research (18 credit hours, including 12 credit hours of dissertation). Students will enroll in courses at TTUHSC and TTU and typically will enroll continuously in Summer, Fall, and Spring semesters. Students will emphasize a primary area of specialization in the rehabilitation sciences based on their selection of elective courses and faculty advisor. Students will develop a secondary area of academic interest based on their selection of elective courses and examination committee members. Doctoral students may pursue research in clinical anatomy, clinical biomechanics, clinical musculoskeletal rehabilitation, clinical neuromuscular and postural control, or clinical behavior in rehabilitation.

Course Descriptions

AHRS 5189, 5289, 5389 Special Topics in Rehabilitation Sciences (1:1:0,F; 2:2:0,F; 3:3:0,F) Selected topics of interest in the rehabilitation sciences. No textbook is required.

AHRS 5199, 5299, 5399 Independent Study in Rehabilitation Sciences (1:0:1,F; 2:0:2,F; 3:0:3,F) This course involves an independent project designed to meet the student's needs. Possible experiences include a library research project or paper, course/laboratory review, teaching materials preparation, teaching assistant participation, laboratory manual development, or a teaching, clinical or research observation. No textbook is required.

AHRS 5100 History and Philosophy of Rehabilitation Sciences (1:1:0,F) An exploration of the history and philosophy of physical rehabilitation, key sub-disciplines, and the applied sciences that support and inform the physical rehabilitation professions. ISBN: 978-0-309-6374-6

AHRS 5303 Biomechanics (3:3:0,F) Biomechanics of the musculoskeletal system and integrated human movement with clinically relevant applications. ISBN: 13-978-0-7817-7422-2

AHRS 5314 Motor Control in Orthopaedics (3:3:0,H/F) This course will address theory and application of motor control and learning principles to orthopaedic clinical practice. This course will emphasize motor control strategies associated with musculoskeletal function, and motor control dysfunction associated with orthopaedic pathologies. This course will integrate concepts from exercise science and experimental psychology for

the explanation of relevant issues concerning motor learning and control for the orthopaedic patient. Additionally, patient management strategies derived from these principles will be discussed. ISBN: 978-0-73-607961-7.

AHRS 5318 Neuroscience (3:3:0,F) Functions and pathologies of the central nervous system (CNS) as a basic science course in the neurorehabilitation curriculum. The emphasis will be on "systems-level neuroanatomy," i.e., functional neuroanatomy (e.g., motor and sensory pathways) and regional neuroanatomy (e.g., organization of spinal cord, brainstem, cerebral cortex, etc.). In addition, information processing by neurons will be addressed by coverage of axon physiology, synaptic neurotransmission and plasticity. The course will first survey the anatomical organization of the CNS, then sensory and motor functions of the CNS, and finish with a description of a number of neurological disorders that have clinical relevance to rehabilitation clinicians. ISBN: 978-0-13-302469-2; ISBN: 978-1-45118625-3

AHRS 5320 Computer Methods in Rehabilitation Sciences Research (3:3:0,F) This course provides an introduction to problem solving and custom program development in Matlab for rehabilitation sciences research. ISBN: 978-0-12405876-7

AHRS 5330 Seminar in Health Care Policy and Administration (3:3:0,F) Seminar devoted to the study of major issues facing U.S. health care in the 21st century. Topics will include an overview of U.S. health care organizations and delivery systems, economics of health care policy, issues of access to care, managed care, quality assessment, and health care finance. ISBN: 978-1449683740; ISBN: 978-1449625610

AHRS 5340 Introductory Statistical Methods (3:3:0,F) Introductory concepts of research and statistics for communication and rehabilitation scientists. ISBN-13: 978-0-13-171640-7

AHRS 5350 Intermediate Statistical Methods (3:3:0,F) Intermediate concepts of research and statistics for communication and rehabilitation scientists. ISBN: 13: 978-0-13-171640-7.

AHRS 5360 Advanced Statistical Methods (3:3:0,F) Advanced concepts of research and statistics for communication and rehabilitation scientists. ISBN: 978-1412988018; ISBN: 978-0-415-81711-0

AHRS 5407 Pathophysiology (4:4:0,F/IVC) This course provides a survey of clinical pathophysiology and covers key concepts related to the function and biological control of cells, tissues, organs, and body systems as well as structural and functional changes in cells, tissues and organs that underlie human disease. Basic principles of pathophysiology are addressed with focus on the cause, development, progress, and consequences of diseases related to the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems. ISBN: 978-1416031185; ISBN: 978-1416054511

AHRS 5500 Gross Anatomy (5:3:6,F) An integrated study of gross human anatomy embodying gross morphology and coordinating with developmental and histological aspects of the body. Included is regional dissection with emphasis on the musculoskeletal, nervous, circulatory and respiratory systems. ISBN: 978-0-7817-7525-0, 978-1-60406-062-1, 978-1-4160-5951-6

AHRS 6101, 6102, 6103, 6104 Seminar in Rehabilitation Sciences Research (1:1:0,F) Selected topics in rehabilitation sciences research explored through reading and discussion. No textbook is required.

AHRS 6111, 6112,6113 Seminar in Rehabilitation Sciences Professional Development (1:1:0,F) Selected topics in rehabilitation sciences professional development explored through reading and discussion. ISBN: 978-1-579226442

AHRS 6151, 6152 Teaching Apprenticeship (1:0:1,F) Students will participate in teaching a course in rehabilitation sciences while under faculty supervision. No textbook is required.

AHRS 6201 Methods in Clinical Anatomy Research (2:0:2,F) Methods and laboratory techniques in clinical anatomy research. No textbook is required.

AHRS 6202 Methods in Clinical Behavior in Rehabilitation Research (2:0:2,F) Methods and laboratory techniques in clinical behavior in rehabilitation research. No textbook is required.

AHRS 6203 Methods in Clinical Biomechanics Research (2:0:2,F) Methods and laboratory techniques in clinical biomechanics research. ISBN: 13: 978-0-7360-9340-8

AHRS 6204 Methods in Clinical Musculoskeletal Rehabilitation Research (2:0:2,F) Methods and laboratory techniques in clinical musculoskeletal rehabilitation research. No textbook is required.

AHRS 6205 Methods in Clinical Neuromuscular and Postural Control Research (2:0:2,F) Methods and laboratory techniques in clinical neuromuscular and postural control research. No textbook is required.

AHRS 7001, 7002, 7003, 7004, 7005, 7006 Research (V:1-9,F) Students will participate in rehabilitation sciences research while under faculty supervision. No textbook is required.

AHRS 8001, 8002, 8003, 8004, 8005, 8006 Doctoral Dissertation (V:1-9,F) Research for an advanced degree. The Doctor of Philosophy degree in Rehabilitation Sciences is a research degree and is conferred only after recognition of high achievement in independent scientific research and scholarship. No textbook is required.



The PhD in Rehabilitation Sciences curriculum also includes courses from other graduate programs in the Department of Rehabilitation Sciences, as well as from other departments at Texas Tech University Health Sciences Center and Texas Tech University.

DEPARTMENT OF CLINIC ADMINISTRATION AND REHABILITATION COUNSELING



Bachelor of Science in Clinical Services Management

The objective of this program is to expand educational access to graduates of community college technical programs in allied health disciplines who frequently find themselves blocked from advancement educationally and professionally because of the technical emphasis in their Associate of Applied Sciences (A.A.S.) degree. This program provides the appropriate educational foundation and prerequisite credit hours to students who have an A.A.S. degree and desire to pursue a baccalaureate degree. The program also offers the didactic educational requirements for a long-term care administration track. Community college graduates are the primary candidates for the program. Examples are Certified Occupational Therapy Assistants, Physical Therapy Assistants, Radiology Technologists, Respiratory Care Technicians, Medical Technologists, and Emergency Medical Technicians.

Program Description

The B.S., CSM degree program operates as a “2 + 2” format to provide wide exposure to the skills, knowledge, and abilities needed for success in supervisory management in the U.S. healthcare delivery system. The B.S., CSM degree program will prepare students with the competencies needed to enter various supervisory and entry-level management positions in hospital-based departments or sub-units, community based healthcare operations, long term care facilities, sub-acute care facilities, home health agencies, independent living centers, and ambulatory clinics. Upon completion of the program, students will possess the competencies and skills necessary for successfully meeting the challenges presented by the current and evolving healthcare delivery system.

Requirements for graduation will include the successful completion of a minimum of 120 semester credit hours. The program courses are conveniently offered through the use of distance education technology by using SAKAI and internet access. The curriculum structure will follow a non-traditional format, which allows for completion of degree requirements at a pace set by the ability and availability of the student.

Admission to the Program

Unconditional Admission: Students who have an Associate of Applied Sciences degree in an allied health disciplines, and have completed the common core curriculum requirement for a baccalaureate degree, can apply for unconditional admission to the CSM program.

Provisional Admission: Applicants who have prerequisite course work completed over seven years prior to the application date; have not completed the common core curriculum requirements for a baccalaureate degree; have an A.A. or A.S.

degree; or have 67 credit hours of lower division B.S. degree courses work; may be granted provisional admission. Students accepted on this basis must demonstrate their ability to meet the academic demands of the program.

Core Curriculum Prerequisites	Hours
English	6
Natural Science	6
History	6
Social Science	9
Math	3
Visual & Performing Arts	3
Political Science	6
Humanities	3
Total Hours = 42	

Application Process

Applications may be submitted at any time. It is in the best interest of the applicant to apply as early as possible prior to the semester in which the applicant plans to begin.

Applications must be completed online. <https://www.ttuhsu.edu/merlin>
Additional application materials should be sent to the Texas Tech University Health Sciences Center, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430.

CSM Curriculum

The program consists of 54 semester credit hours of upper-level undergraduate courses. Courses will rotate and students will register as they appear each semester. Students will select courses from their degree plan and register each semester to complete the 120 hour degree plan objective. The distance education format relies primarily on internet based (The Hub/Sakai) courses offerings. The program requires the completion of all required core courses prior to enrollment in the advanced management courses and electives.

Students enrolled in the Clinic Services Management (CSM) program are required to complete the final six (6) academic hours through CSM program courses. AHCM 4478 is the program capstone course and must be taken in the last semester of enrollment prior to completion of the program. Exceptions to this policy may be considered by the Program Director on a case by case basis.

Required Core Courses

AHCM 4302	Financial Management for Clinical Supervisors
AHCM 4303	Principles of Personnel Management for Clinical Supervisors
AHCM 4304	Management of Clinical Support Services in Healthcare Organizations

AHCM 4306	Marketing Principles and Entrepreneurship
AHCM 4311	US Healthcare System

Required Advanced Management Courses

AHCM 4313	Community Health Issues
AHCM 4314	Quality Assurance/Risk Management
AHCM 4317	Statistics for Healthcare Supervisors
AHCM 4331	Leadership in Healthcare Organizations
AHCM 4318	Healthcare Law/Ethics
AHCM 4401	Healthcare Management Information Systems
AHCM 4477	Case Study – Summer I and/or Fall
AHCM 4478	Case Study – Summer II and/or Spring

Elective Courses*

AHCM 4305	Capital Project Design
AHCM 4308	Organizational Behavior
AHCM 4312	Foundations of Managed Care
AHCM 4315	Issues in Gerontology for Healthcare Managers
AHCM 4316	Integrated Deliver Systems and Organizational Relationships
AHCM 4320	Long-term Care Management
AHCM 4321	Regulatory Aspects of Long Term Care
AHCM 4360	Special Topics

**Students must complete any four of the elective courses.*

Course Descriptions

AHCM 4302 Financial Management for Clinical Supervisors (3:3:0,O)

Examines the basic principles of financial management related to clinical support activities. Topics will include healthcare accounting systems, revenue planning, cost accounting, departmental budgeting, resource management allocation, and reimbursement programs that are common to the clinical support service setting. ISBN: 978-1284029864

AHCM 4303 Principles of Personnel Management for Clinical Supervisors (3:3:0,O)

Provides an overview of interpersonal dynamics, conflict resolution, and supervisor responsibilities. Topics include task analysis, developing position descriptions, recruiting, employee supervision, labor law, benefit programs, and personnel contracts. Includes a review of case studies that demonstrate the impact of the human resource functions in healthcare organizations. ISBN: 978-0-324-31704-6

AHCM 4304 Management of Clinical Support Services in Healthcare Organizations (3:3:0,O)

Provides an overview of operations management and practical decision-making by analyzing the day-to-day operations in clinical support service activities. Identification of problem solving approaches to problems in personnel staffing, personnel training and directing, performance measurement, patient flow, facility configuration, materials management. ISBN: 978-1-449688851
School of Allied Health Sciences

AHCM 4305 Capital Project Design (3:3:0,0) Methods for management of capital projects. Topics include financial considerations, procurement, site preparation, contracting, scheduling, and acceptance for operational readiness. ISBN: 978-1567933598

AHCM 4306 Marketing Principles and Entrepreneurship for Healthcare Professionals (3:3:0,0) The course covers the principles of marketing and their application in healthcare delivery systems. Topics include the concepts and tools to conduct a community needs assessment, market research, and creation of a business plan for the delivery of healthcare services. ISBN: 978-1284069563

AHCM 4308 – Organizational Behavior (3:3:0,0) An overview of group and organizational structures and dynamics that affect individual, group, and organizational behavior. Topics include performance, job satisfaction, motivation, groups, decision making and task design. ISBN: 978-0-7637-6383-1

AHCM 4311 The U.S. Healthcare System (3:3:0,0) A review of the healthcare system, both public and private sector. Examines the system's organizational structures and the legislative, legal, and market impacts upon the current integrated delivery system. The course will review all levels such as healthcare systems (For-Profit and Not-For-Profit), inpatient facilities, hospital based services, outpatient services, home health agencies, sub-acute care facilities, and long term care. Topics include rural healthcare issues, areas designated as medically under-served and health professional shortage areas (HPSAs), legislation, healthcare operations, and regional networks. ISBN: 978-1284029888

AHCM 4312 Foundations of Managed Care (3:3:0,0) Examines principles of managed care and contemporary issues in the organization and administration of managed healthcare organizations. Topics include ambulatory organizations, integrated delivery systems, providing services to a population through a medical group practice, and managed care contracting. ISBN: 1449653316

AHCM 4313 Community Health Issues (3:3:0,0) A review of national, state, and local community agencies; preventive health services, public health, wellness, personal fitness, stress management, changing lifestyles, and analysis of national issues in the past 50 years. Includes a review of statistical principles used by management in the healthcare industry. Topics will cover community health in a defined population, determining prevalence rates, origins and causes, mortality and morbidity rates, and determining effectiveness of healthcare services. ISBN: 978-0-7637-9011-0

AHCM 4314 Quality Assurance and Risk Management (3:3:0,0) The course provides an overview of legal requirements and ethical standards in healthcare. Topics include the principles of Total Quality Management (TQM), Continuous Quality Improvement (CQI), Joint Commission on Accreditation of Healthcare Organizations (JCAHO) requirements, quality assurance, risk

management, outcomes measures, benchmarking, and utilization management resulted from the expectations of patients and payers; fiduciary responsibility of hospital boards and districts, and changing technology. ISBN: 978-0763781545

AHCM 4315 Issues in Gerontology for Healthcare Managers (3:3:0,0) Overview of the physical, psychosocial, cognitive, cultural, and environmental factors that affect persons as they age. Special topics include financial and administrative issues that affect patient services, adaptive equipment, assistive technology, and community resources. ISBN: 978-1-4129-6966-6

AHCM 4316 Integrated Delivery Systems and Organizational Relationships (3:3:0,0) An overview of the components and organizational issues of integrated delivery systems, the interaction of interdisciplinary staff composed of technicians and professionals, team building, product line service delivery and operational management in the clinical support service setting. No textbook required.

AHCM 4317 Statistics for Healthcare Supervisors (3:3:0,0) Introduction to descriptive and inferential statistics, quantitative and qualitative research designs, and relate their application for clinical and managerial operations in a healthcare organization. ISBN: 978-0716774786

AHCM 4318 Healthcare Law & Ethics (3:3:0,0) An introduction to the regulatory, legal, and ethical issues related to the healthcare delivery industry. Topics of study are directed toward reimbursement issues; utilization review; HIPPA; patient rights; malpractice; long-term regulatory issues; and federal, state, and local statutes. ISBN: 9781449672119

AHCM 4320 Long Term Care Management (3:3:0,0) An overview of the nursing home industry and the managerial requirements associated with long term care institutions. Topics of study focus on an introduction to: state and federal regulatory aspects of facility management, care delivery systems, reimbursement and personnel administration. ISBN: 9780763764500

AHCM 4321 Regulatory Aspects of Long-Term Care (3:3:0,0) Analysis and application of regulatory requirements in the daily operational environment of a certified and licensed long term care facility are covered. Topics in this course will include; Texas, Federal and JCAHO regulatory requirements in the care, architectural and life safety code compliance issues of long term care facility operations. ISBN: None (The Long Term Care Survey Manual)

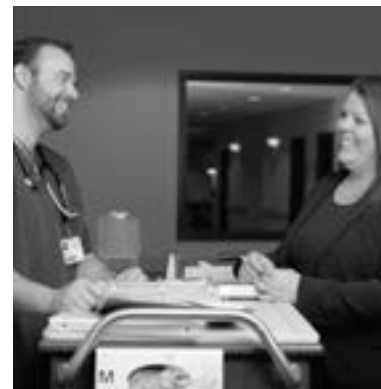
AHCM 4331 Leadership in Healthcare Organizations (3:3:0,0) The course presents an overview of management theory and leadership principles. Topics include behavioral and managerial practices with emphasis upon interpersonal relations, problem solving skills, time management, stress management, and wellness. ISBN: 978-1412974882

AHCM 4360, 4361 Special Topics (3:3:0,O) Guided independent research projects with focus upon a management problem in the clinical support service setting. Examples are assistive technology, early childhood intervention, grant writing, independent living centers, or rehabilitation services. No textbook is required. Prerequisites: consent of instructor

AHCM 4363-4366 Long Term Care Practicum (3:0:V5-40,H) This supervised practical work experience, conducted in an approved long-term care facility, will prepare the student for a career as a Licensed Long Term Care Administrator through practical application of the didactic curriculum. Two semesters of this practicum are required to take the nursing home administrator licensure examination. Prerequisites: consent of the instructor. No textbook is required.

AHCM 4401 Healthcare Management Information Systems (4:4:0,O) A course in the basic concepts and the tools for collecting and analyzing data used by healthcare organizations. Topics include an overview of current desktop computer technology, local area networks (LAN) and integration of information system networks. Emphasis will be placed upon applications to medical records, patient registration systems, and appointment systems. Medical records administration will include the basic concepts and principles of creating, maintaining, and archiving medical information with consideration for legal requirements and confidentiality and explore the area of electronic media. ISBN: 978-1-56793-297-3

AHCM 4477, 4478 Case Study I-II (4:4:0,O) Students enhance their knowledge within the clinical support service management field by application of the concepts, principles and tools acquired from the various Clinical Services Management courses. Topics addressed include: financial analysis, industry analysis, internatl analysis, competitive advantage, marketing and strategic analysis and planning. Students in AHCM 4478 will be required to work on a guided independent research project on a healthcare organizations. Prerequisites to AHCM 4478 include: AHCM 4302, 4303, 4306, 4311, 4317, 418, 4477. ISBN: 978-1433805615; 4477=978-1118466469



Bachelor of Science in Health Sciences

The objective of this program is to expand educational access to graduates of community college technical programs in allied health disciplines who frequently find themselves blocked from advancement educationally and professionally because of the technical emphasis in their Associate of Applied Sciences (A.A.S.) degree. This program provides the appropriate educational foundation and prerequisite credit hours to students who have an A.A.S. degree and desire to pursue a baccalaureate degree. The B.S.H.S is an educational program designed to provide graduates of first-professional degree programs with enhanced knowledge and competencies necessary to meet their professional goals along with current and future expectations for their clinical practice. While most post-professional programs have some type of focus or concentration (i.e., research, education, or advanced practice) all post-professional programs aim to advance the skillset of the practicing clinician so that the graduate of the post-professional program can assume either additional or new roles and responsibilities within the profession. Examples are Certified Radiology Technologists, Registered Respiratory Therapists and Paramedics.

Program Description

The B.S.H.S degree program operates as a “3 + 1” format to provide wide exposure to the skills, knowledge, and abilities needed for greater success in in the U.S. healthcare delivery system. The B.S.H.S degree program will prepare students with the competencies needed for successfully meeting the challenges presented by the current and evolving healthcare delivery system.

Requirements for graduation will include the successful completion of a minimum of 120 semester credit hours. The program courses are conveniently offered through the use of distance education technology by using a course management system and internet access. The curriculum structure will follow a non-traditional format, which allows for completion of degree requirements at a pace set by the ability and availability of the student.

Admission to the Program

Unconditional Admission: Students who have an Associate of Applied Sciences degree in an allied health discipline, an overall GPA of 2.5 on a 4.0 scale, and have completed the common core curriculum requirement for a baccalaureate degree, have their certification / licensure / registration in their professional field, can apply for unconditional admission to the B.S.H.S program.

Core Curriculum Prerequisites	Hours
English	6
Natural Science	6
History	6
Social Science	9
Math	3
Visual & Performing Arts	3
Political Science	6
Humanities	3
Total Hours = 42	

Application Process

Applications may be submitted at any time. It is in the best interest of the applicant to apply as early as possible prior to the semester in which the applicant plans to begin.

Applications must be completed online. <https://www.ttuhsu.edu/merlin>
Additional application materials should be sent to the Texas Tech University Health Sciences Center, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430.

HS Curriculum

The program consists of 30 semester credit hours of upper-level undergraduate courses. Courses will rotate and students will register as they appear each semester. Students will select courses from their degree plan and register each semester to complete the 120 hour degree plan objective. The distance education format relies primarily on internet based (HUB/SAKAI) courses offerings. The program requires the completion of all required common core courses (42 SCH with at least a “C” in each course) prior to enrollment in the B.S.H.S courses.

A discipline specific capstone course must be taken in the last semester of enrollment prior to completion of the program. Exceptions to this policy may be considered by the Program Director on a case by case basis.

Required Core Courses

- AHHS 4302 Financial Management for Clinical Supervisors
- AHHS 4303 Principles of Personnel Management for Clinical Supervisors
- AHHS 4304 Management of Clinical Support Services in Healthcare Organizations
- AHHS 4311 US Healthcare System
- AHHS 4313 Community Health Issues
- AHHS 4314 Quality Assurance/Risk Management
- AHHS 4317 Statistics for Healthcare Supervisors
- AHHS 4318 Healthcare Law/Ethics
- AHHS 4331 Leadership in Healthcare Organizations

Advanced Capstone Courses (one for the students area of concentration)

- AHHS 4344 Advanced Respiratory Care Case Study
- AHHS 4345 Advanced Emergency Medical Services Case Study (internship)
- AHHS 4346 Advanced Medical Imaging Case Study

Course Descriptions

AHHS 4302 Financial Management for Clinical Supervisors (3:3:0,O)

Examines the basic principles of financial management related to clinical support activities. Topics will include healthcare accounting systems, revenue planning, cost accounting, departmental budgeting, resource management allocation, and reimbursement programs that are common to the clinical support service setting. ISBN: 978-1284029864

AHHS 4303 Principles of Personnel Management for Clinical Supervisors (3:3:0,O)

Provides an overview of interpersonal dynamics, conflict resolution, and supervisor responsibilities. Topics include task analysis, developing position descriptions, recruiting, employee supervision, labor law, benefit programs, and personnel contracts. Includes a review of case studies that demonstrate the impact of the human resource functions in healthcare organizations. ISBN: 978-0-324-31704-6

AHHS 4304 Management of Clinical Support Services in Healthcare Organizations (3:3:0,O)

Provides an overview of operations management and practical decision-making by analyzing the day-to-day operations in clinical support service activities. Identification of problem solving approaches to problems in personnel staffing, personnel training and directing, performance measurement, patient flow, facility configuration, materials management. ISBN: 978-1449688851

AHHS 4311 The U.S. Healthcare System (3:3:0,O)

A review of the healthcare system, both public and private sector. Examines the system’s organizational structures and the legislative, legal, and market impacts upon the current integrated delivery system. The course will review all levels such as healthcare systems (For-Profit and Not-For-Profit), inpatient facilities, hospital based services, outpatient services, home health agencies, sub-acute care facilities, and long term care. Topics include rural healthcare issues, areas designated as medically under-served and health professional shortage areas (HPSAs), legislation, healthcare operations, and regional networks. ISBN: 978-1284029888

AHHS 4313 Community Health Issues (3:3:0,O)

A review of national, state, and local community agencies; preventive health services, public health, wellness, personal fitness, stress management, changing lifestyles, and analysis of national issues in the past 50 years. Includes a review of statistical principles used by management in the healthcare industry. Topics will cover community health in a defined population, determining prevalence rates, origins and causes, mortality

and morbidity rates, and determining effectiveness of healthcare services. ISBN: 978-07-7637-9011-0

AHHS 4314 Quality Assurance and Risk Management (3:3:0,O) The course provides an overview of legal requirements and ethical standards in healthcare. Topics include the principles of Total Quality Management (TQM), Continuous Quality Improvement (CQI), Joint Commission on Accreditation of Healthcare Organizations (JCAHO) requirements, quality assurance, risk management, outcomes measures, benchmarking, and utilization management in the clinical support service setting. Includes an overview of case law that has resulted from the expectations of patients and payers; fiduciary responsibility of hospital boards and districts, and changing technology. ISBN: 978-0763781545

AHHS 4317 Statistics for Healthcare Supervisors (3:3:0,O) Introduction to descriptive and inferential statistics, quantitative and qualitative research designs, and relate their application for clinical and managerial operations in a healthcare organization. ISBN: 978-0716774785

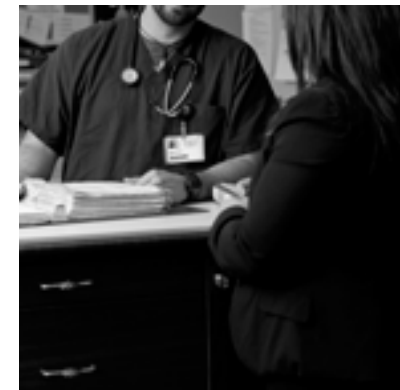
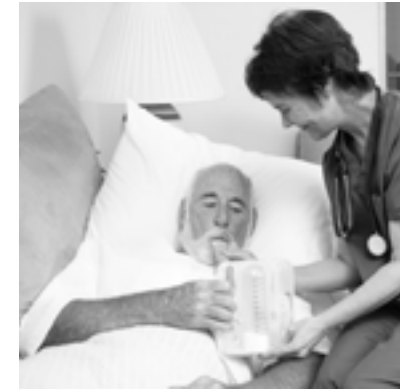
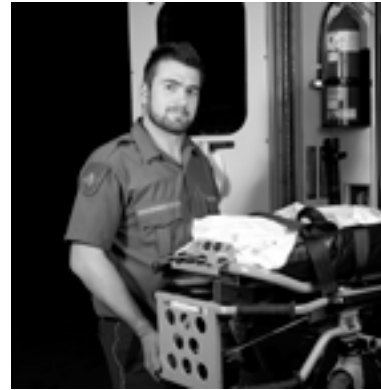
AHHS 4318 Healthcare Law & Ethics (3:3:0,O) An introduction to the regulatory, legal, and ethical issues related to the healthcare delivery industry. Topics of study are directed toward reimbursement issues; utilization review; HIPPA; patient rights; malpractice; long-term regulatory issues; and federal, state, and local statutes. ISBN: 978-1449672119

AHHS 4331 Leadership in Healthcare Organizations (3:3:0,O) The course presents an overview of management theory and leadership principles. Topics include behavioral and managerial practices with emphasis upon interpersonal relations, problem solving skills, time management, stress management, and wellness. ISBN: 978-1412974882

AHHS 4344 Advanced Respiratory Case Study (3:2:1,H) Focus on professional written and oral communication as practiced within the scope of respiratory care. Develop audience specific written documents, including writing that is appropriate for a professional journal or conference, and prepare, deliver, and evaluate oral presentations. No textbook is required.

AHHS 4345 Advanced Emergency Medical Services Case Study (3:2:1,H) Focus on professional written and oral communication as practiced within the scope of emergency medical services. Develop audience specific written documents, including writing that is appropriate for a professional journal or conference, and prepare, deliver, and evaluate oral presentations. No textbook is required.

AHHS 4346 Advanced Medical Imaging Case Study (3:2:1,H) Focus on professional written and oral communication as practiced within the scope of diagnostic imaging. Develop audience specific written documents, including writing that is appropriate for a professional journal or conference, and prepare, deliver, and evaluate oral presentations. No textbook is required.



Master of Science in Clinical Practice Management

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

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

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

Admission to the Program

Individuals applying to the program should already hold a bachelor's degree from a regionally accredited college or university. A health related degree is preferred, but not required for admission into the program. To be considered for admission, an overall grade point average GPA of 2.7 on a 4.0 scale in the last 60 hours of college credit is required. Provisional admission may be offered to applicants with a GPA less than 2.7. Such applications will be reviewed on an individual basis.

The following are considered in the admissions process:

- All official college transcripts
- Acceptable grade point average
- Working healthcare (or related) experience
- The GRE/GMAT is not required

Application Process

Applications may be submitted at anytime; however, applications are considered approximately 3 months prior to the beginning of each term. It is in the best interest of the applicant to apply as early as possible. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

CPM Curriculum

The following courses are offered at least once every year. MSCPM students entering the program will be required to complete 36 semester hours to meet degree requirements. They will include 30 hours of core class requirements and 6 hours of elective courses. CPM II may only be taken in the last term. It is the degrees capstone class.

Required Core Courses

AHCP 5303	Research Methods
AHCP 5305	Leadership & Ethics in the Health Professions
AHCP 5306	Healthcare Delivery Systems
AHCP 5307	Practice Management I
AHCP 5308	Practice Management II
AHCP 5309	Decision Making with Business Statistics
AHCP 5310	Coding and Healthcare Law
AHCP 5311	Healthcare Finance and Resource Management
AHCP 5312	Marketing and Strategic Planning
AHCP 5330	Introduction to Informatics

Electives*

AHCP 5301	Current Concepts in Healthcare
AHCP 5302	Medical Sociology
AHCP 5315	Professional Development and Healthcare Ethics
AHCP 5316	Independent Study
AHCP 5317	Introduction to Health and Public Policy
AHCP 5322	Risk, Quality and Patient Safety

*Students must complete any two of the elective courses.

Course Descriptions

AHCP 5301 Current Concepts in Healthcare (3:3:0,O) This course discusses topical issues that pertain to healthcare. These may include, but are not limited to, the delivery and financing of healthcare, technological advances in healthcare, consumer-important issues in healthcare, recent advances in the diagnosis, prevention, and treatment of disease, and legal issues related to healthcare. The course is conducted in a seminar format, with the instructor and students providing current material for discussion. Prior to enrolling in this course, the student is expected to have a firm foundation in the subject of healthcare delivery in the United States. Recommended prerequisite: AHCP 5306 Healthcare Delivery System. No textbook is required.

AHCP 5302 Medical Sociology (3:3:0,O) This course provides an introduction to central topics in the sociology of medicine, health, and illness. Topics include but are not limited to: epidemiology, history of medicine in the West, public health, the social stratification of illness, the medical profession, and health care provision, access and delivery. In exploring these topics, emphasis will be placed on how socio-economic factors such as age, gender, ethnicity, race, and financial status affect health care. ISBN-13: 978-0-205-82883-8

AHCP 5303 Research Methods (3:3:0,O) This course provides the basic statistical and methodological principles underlying clinical and theoretical research, research design, and techniques for conducting appropriate literature reviews. Students will critically evaluate measurement systems, interpretations of findings, and methodologies applied within the literature. ISBN-13: 978-0-071-79071-0

AHCP 5305 Leadership & Ethics in the Health Professions (3:3:0,O) The emphasis of this course is on understanding the fundamentals of leadership and ethics as it applies to leading personnel in health professionals. A heavy emphasis is placed on understanding the seminal concepts of leadership and ethics as it applies to organizational behavior and theory in practice within the health professions. Several leadership, personality and ability-job-fit diagnostics tests are given to students to discern natural leadership tendencies for decision making. These tests also support the creation of a personal ethical framework. These competencies and skills are later applied to case studies and practical exercise. Measurement of leadership performance and ethical outcomes are evaluated. ISBN-13: 978-1-284-02688-7

AHCP 5306 Healthcare Delivery System (3:3:0,O) This course provides the student with the basic understanding of the local and international origins, evolution, and trends in institutional and non-traditional healthcare delivery. Hospitals, ambulatory care organizations, managed care organizations, integrated delivery systems, and other models are discussed in detail. Additionally, various practitioners' roles in the delivery of care within the different models are addressed. ISBN-13: 978-0-826-10687-2; ISBN-13: 978-1-284-03542-1

AHCP 5307 Practice Management I (3:3:0,O) This course discusses managerial principles, operations, and functions within the healthcare system. The purpose of this course is to provide a strong foundation in key concepts important to healthcare management. A wide range of topics, including management, leadership, healthcare law, human resource management, financing, strategic planning, and quality improvement are addressed. ISBN-13: 978-0-763-79086-8

AHCP 5308 Practice Management II (3:3:0,O) The course includes personnel management, organizational behavior, and operational issues within healthcare delivery systems. Examination will focus on individual, interpersonal, and group management, employment law, selection, discipline, motivation, staffing, productivity and team building. Prerequisite: This class may only be taken in the students last term in the program. ISBN-13: 978-1-567-93357-4

AHCP 5309 Decision Making with Statistics (3:3:0,O) AHCP 5309 Decision Making with Statistics provides students with the opportunity to learn statistics and decision-making tools with an application to real-world healthcare problems. The class provides students experience in working with large data sets using powerful statistical software. Topics taught include descriptive statistics, inferential statistics, and modeling. Recommended prerequisite: AHCP 5303. Textbooks are open source and provided by professor in PDF format. ISBN-13: 978-1-428-35229-2

AHCP 5310 Coding and Healthcare Law (3:3:0,O) This course addresses current CPT and HCPCS coding issues and healthcare related laws. The course will provide the learner with current coding requirements, reimbursement changes, and legal issues facing the healthcare industry. Topics include utilization review, HIPPA, patient rights, and malpractice legislation. ISBN-13: 978-1-603-59759-3

AHCP 5311 Healthcare Finance and Resource Management (3:3:0,O) This course concentrates on learning the fundamentals of Business Case Analysis (BCA). The purpose of this class is to assist the student in developing the necessary analytical ability, attitudes and decision making skills required of the clinical practice manager in a changing environment. The course provides in-depth knowledge of the business case analysis approach to decision-making in the ambulatory setting. ISBN-13: 978-1-567-93425-0

AHCP 5312 Marketing and Strategic Planning (3:3:0,O) The purpose of this class is to integrate key aspects of marketing and strategic planning into a blended class that results in the completion of an integrated Business Plan for a new capital venture. The class examines strategic planning techniques, concepts, and practices as they apply to organizational survival. Leadership responsibilities regarding the creation of mission, vision, goals and objective statements are explored. The second half of the course integrates marketing with strategic planning such that the “Five P’s” of marketing, and the complementary roles of public relations, advertising, and sales (the marketing

mix) are captured in the organizational analysis. ISBN-13: 978-1-567-93348-2

AHCP 5315 Professional Development and Healthcare Ethics (3:3:0,O) This course guides the student’s growth through professional development. Topics include effective communication, education, professionalism, ethical issues, practice expectations, and promotion of the student’s profession. ISBN: 978-1-402-01460-4

AHCP 5316 Independent Study (3:3:0,O) Students may have the opportunity to do an independent study project in lieu of a comparable core course or as an elective. The independent study project could be a comprehensive literature review, research, or a practice-based work project. Students design their study plan, syllabus, and deliverables with faculty assistance. Students may only enroll in this course after having obtained written permission from the faculty member with whom they will be working. No textbook is required.

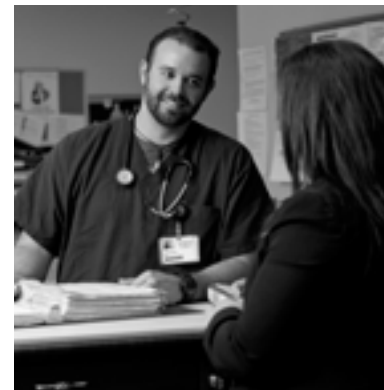
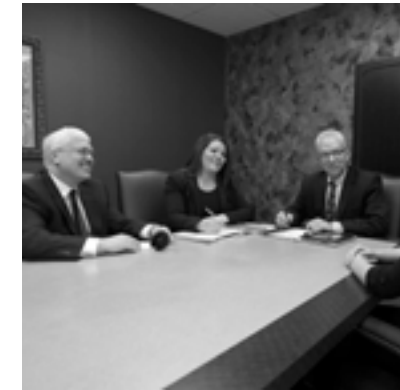
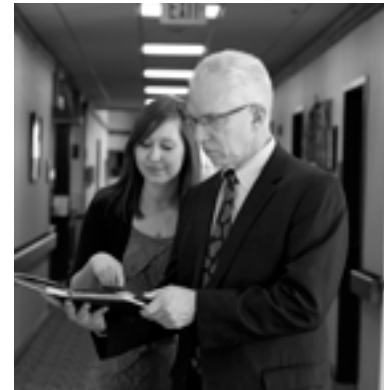
AHCP 5317 Introduction to Health and Public Policy (3:3:0,O) This course presents an overview of policymaking and describes health and public policy in the United States, Questions concerning practical issues in problem identification, policy formulation, implementation, and policy evaluation are addressed in this course. Special emphasis is placed on the interaction of social, political, and economic forces in shaping health policies. ISBN-13: 978-1-449-65330-9

AHCP 5318 Organizational Behavior and Theory (3:3:0,O) The purpose of this course is to help students gain an appreciation of the theory of organizations and how this theory shapes the way healthcare administrators come to think about their administrative responsibilities and the range of options available to them through the literature. Understanding the attitudes and behaviors of individuals and groups in healthcare organizations will also be emphasized. Students will learn about organizational strategy that draws from and integrates a number of disciplines, including organization theory, finance, planning, and marketing. Course concepts will be applied in a series of cases. ISBN-13: 978-1-435-48818-2; ISBN-13: 978-0-066-62099-2

AHCP 5322 Risk, Quality and Patient Safety (3:3:0,O) This course introduces the concepts of health care risk and quality management and how these domains go hand in hand with patient safety. Class work addresses the major elements of a risk management program including claims management, risk financing, risk reduction, and emergency preparedness. A “systems” approach to health care quality is provided including performance improvement methodologies, tools, and strategic initiatives to address continuous quality improvement. Appropriate standards, laws, and regulatory requirements are covered with special emphasis on compliance with Joint Commission accreditation. ISBN-13: 978-0-470-30017-6

AHCP 5330 Introduction to Informatics (3:3:0,O) This course will introduce the student to the uses of information technology as it applies to healthcare,

including information retrieval, electronic medical records, physician order entry, telemedicine, consumer health informatics, security, privacy, and confidentiality in the electronic environment, HIPAA regulations, ethics, computerized medical imaging, and decision support. The course will provide the student with the fundamental knowledge about information technology (IT) necessary to practice within the modern healthcare environment. ISBN-13: 978-1-447-14473-1



Master of Rehabilitation Counseling

The RC Profession

Work and working are highly valued in our society. Rehabilitation Counselors provide and coordinate services for individuals with a range of physical, psychiatric, and/or developmental disabilities. These professionals work to assist clients in gaining the skills and resources necessary to obtain meaningful work and lead full and self-satisfying lives. This is done through a range of activities, including: counseling, provision of adaptive equipment, vocational training, job placement, modifying the work environment, and assisting clients to cope effectively with their environment and function as independently as possible.

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

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

Graduates of the program can seek employment in state agencies, non-profit organizations, healthcare facilities, private rehabilitation firms, insurance companies, health management organizations, probation and corrections fields, educational institutions, private industry, and research organizations. The program actively recruits students from diverse populations and has a minority rate of 25%. Since the inception of the program over 87% of students who enter the program finish with their degree or certification requirements.

Program Purpose Statement

It is our purpose to provide a quality comprehensive rehabilitation counselor education program that is progressive in the areas of pedagogy, technology and research that fosters students' personal and professional growth and provides leadership in the field at the local and national levels.

Program Goals

- To recruit, educate and graduate a diverse population of students who are prepared to provide rehabilitation counseling services in a variety of employment settings.
- To provide a rigorous academic environment that provides a solid foundation to prepare entry level Rehabilitation Counselors who meet national certification standards.
- To work closely with the public and private rehabilitation communities to ensure well-trained graduates who are considered valued employees.
- To develop a faculty that is valued by our students and the rehabilitation community for our teaching, research, and service.
- To achieve the highest quality program possible within the constraints of available financial, human, technological, and time resources.
- To develop commitment within students to empower individuals with disabilities to identify and maximize their resources to meet their developmental, vocational, independent living, and educational needs.
- To instill within students a commitment to develop a life-long commitment to learning professionalism continuing education throughout their career.

Accreditation

The Masters of Rehabilitation Counseling Program is accredited by the Council on Rehabilitation Education (CORE). Graduates of the TTUHSC program enjoy full benefits of CORE accreditation and may sit for the CRC examination, National Counselor Examination, and are eligible for licensure in the state of Texas.

Program Description

The Master of Rehabilitation Counseling (MRC) degree program is a distance education, 48 semester credit hour graduate program designed to provide a comprehensive exposure to the field of Rehabilitation Counseling. The MRC program was designed specifically for people who cannot attend traditional types of graduate programs. The program is ideal for people who are employed full time, who live in rural or isolated areas; have family or personal responsibilities that prevent them from taking on-campus study; or who simply cannot take extended time off to attend school. Texas Tech University Health Sciences Center (TTUHSC) uses a variety of methods and technologies to maximize the students' educational experience, including web and internet based technologies, web conferencing teleconferencing, hard copy, videotape/audiotape, and at-site practicum experiences. These and other strategies are employed to ensure that all students, regardless of geographic location, are able to participate to the maximum degree possible in all aspects of their program. Students are not required to come to the TTUHSC campus.

Clinical Education

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

Second, all students will be required to undertake a 600 hour supervised internship in a rehabilitation setting. Students undertaking supervised employment in Rehabilitation Counseling settings may, with Program approval, utilize these locales for their internship experiences. Students not so employed shall be assisted in locating placements in appropriate, supervised rehabilitation settings.

Admission to the Program

Individuals applying to the program should already hold a bachelor's degree from a regionally accredited college or university, preferably in a related area such as psychology, social work, special education, sociology, nursing, and related disciplines, however all disciplines are accepted. To be considered for admission, an overall grade point average GPA of 2.7 on a 4.0 scale for all college credit is required. Provisional admission may be offered to applicants with a GPA of less than 2.7. Such applications will be reviewed on an individual basis. Graduate Record Examination (GRE) or Millers Analogies Test (M.A.T.) scores are NOT required for entry into the MRC program. Prior work or volunteer experience in human service settings is considered a valuable attribute for applicants, but is not mandatory. Students may transfer up to 9 credit hours, if applicable, with program approval. Persons with disabilities are strongly encouraged to apply.

Application Process

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

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

It is the applicant's responsibility to assure that all supporting documentation is received by the Admissions Department. Application materials and detailed information on application procedures and admission criteria can be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' web site at www.ttuhscc.edu/merlin. Applications for non-degree seeking students wishing to participate in selected MRC courses are accepted up to three weeks prior to the start of the semester.

Rehabilitation Counseling Curriculum

CORE COURSEWORK

Course		Credit Hours
AHRC 5301	Professional Orientation and Ethical Practice	3
AHRC 5302	Counseling Theories	3
AHRC 5303	Medical Aspects of Disability	3
AHRC 5304	Employment Development & Career Services	3
AHRC 5305	Case Management	3
AHRC 5306	Psycho-Social Aspects of Disability	3
AHRC 5307	Diversity Along the Lifespan	3
AHRC 5308	Research Methodologies & Interpretation of Research Findings	3
AHRC 5309	Group Counseling Theory and Practice	3
AHRC 5311	Micro Counseling Skills Practice	3
AHRC 5321	Assessment from a Rehabilitation Perspective	3
AHRC 5342	Addictions	3

Total Hours = 36

PRACTICAL EXPERIENCE

Course		Credit Hours
AHRC 5312	Practicum	3
AHRC 5313	Internship I	3
AHRC 5314	Internship II	3
AHRC 5315	Internship III	3

Total Hours = 12

ELECTIVES*

Course		Credit Hours
AHRC 5310	Special Topics	3

Total Hours = 3

*Elective credits are optional and not required for graduation.

Certification

Upon completion of the MRC program, students will possess the competencies and experiences necessary to take the national certification examinations, and if successful, be accredited as a Certified Rehabilitation Counselor (CRC).

Course Descriptions

AHRC 5301 Professional Orientation and Ethical Practice (3:3:0,O) Introduction to the history and philosophy of rehabilitation, and the legislative and policy background underpinning the modern delivery of rehabilitation counseling services. Exploration of the organizational structure of current rehabilitation counseling services, and the legal and ethical standards that guide them are emphasized. Discussion of societal issues, trends, and developments in rehabilitation, and their impact upon consumer review, choice, and personal responsibility. ISBN: 978-1-4164-0495-8

AHRC 5302 Counseling Theories (3:3:0,O) Introduction to the principles of behavior, personality, and human development. Exploration of individual, group, and family counseling theories and practices as they apply to persons with disabilities. ISBN: 1010-13-715257-4; ISBN:-10:1285083717; ISBN-10: 1285175239

AHRC 5303 Medical Aspects of Disability (3:3:0,O) Introduction to the medical aspects and implications of disability. Review of medical terminology, functional limitations, medical treatment and vocational implications as they apply to rehabilitation counseling. The identification of appropriate medical intervention resources is discussed. ISBN: 978-0-9855538-9-0

AHRC 5304 Employment Development and Career Services (3:3:0,O) The theories, roles and techniques in the development of employment of persons with disabilities are explored in depth. From a career perspective, topic areas include job development, placement, work-site modifications, assistive technology, and work place supports. ISBN: -10:1285075447; ISBN-10:0-942071-29-8

AHRC 5305 Case Management (3:3:0,O) Review of the case management process, including case finding, service coordination, and client advocacy. Discussion of the planning process to maximize personal independence, and the role of the rehabilitation counseling process in the identification and use of community resources. The role of computer technology in case load management, functional assessment, job matching, etc. Emphasis is placed on the rehabilitation counseling professional as part of an interdisciplinary team. The role, functions, and utilization of other professionals, particularly rehabilitation professionals such as occupational therapists, physical therapists, communication disorders specialists, etc, will be explored. ISBN-10: 1285173228

AHRC 5306 Psycho-Social Aspects of Disability (3:3:0,O) Exploration of the psychological and social aspects of disability, with particular emphasis on

the impact of the disability experience from the perspective of the rehabilitation counseling services consumer. The implications of each disorder on the client's personal, social and occupational functioning will be addressed. Special attention is given to psychological disorders on treatment planning, counseling and rehabilitation. ISBN-13: 9780398086121; ISBN-10:0826106021

AHRC 5307 Diversity Along the Lifespan (3:3:0,O) An introduction to issues of human growth and development through a diversity perspective. Exploring the impacts of diversity and cultural mores as they impact the roles individuals inhabit across their lifespan. ISBN-13:978-0132851022; ISBN-13:978-1-84787-179-4

AHRC 5308 Research Methodologies and Interpretation of Research Findings (3:3:0,O) Exploration of current trends in research in rehabilitation and related fields. Basic research design, methodologies, analysis, and interpretation will be reviewed. A discussion of the applications of research methodologies, findings, and interpretations in guiding and evaluating rehabilitation counseling practice (e.g. - choosing interventions, planning assessments, evaluating results, etc.) is also included. ISBN-10:0398078785

AHRC 5309 Group Counseling Theory and Practice (3:3:1,O) This course is designed to prepare counselors to become knowledgeable and skillful in using theoretical constructs of group counseling with individuals with disabilities. Attention is given to theories of counseling, elements of leadership in group counseling, healthy and dysfunctional behaviors, culturally diverse perspectives, and legal and ethical issues. Students must have passed AHRC 5302 or equivalent before enrolling. ISBN: 10-0-415-53291-4; ISBN-10: 0-415-64480-1

AHRC 5310 Special Topics (3:3:0,O) Specialized seminars or courses in specific areas of rehabilitation counseling as identified by faculty, students, or the community. No textbook is required.

AHRC 5311 Micro Counseling Skills Practice (3:3:2,O) Exploration, development, and practice of the micro-skills deemed essential building blocks of counseling. Training allows for observed development and peer practice in a laboratory setting prior to implementation with public patrons. Students must have passed AHRC 5302 or equivalent before enrolling. ISBN: 13: 978-1285065359

AHRC 5312 Practicum (3:3:7,O) Supervised rehabilitation counseling practicum fostering personal growth, skills development, and insights into the rehabilitation counseling process and issues that affect service delivery. Includes both in-class and on-site experiences in settings that facilitate the development of basic rehabilitation counseling and practice skills. This course may be repeated if the 100 hour requirement is not met. Students must have passed AHRC 5311 before enrolling. ISBN-10:0-205-95965-2

AHRC 5313/5314/5315 Internship I/II/III (3:1:40,O) An immersion experience of supervised practice within a rehabilitation counseling services setting. Students will serve as a rehabilitation professional under the supervision of a

fully qualified practitioner. Mandatory group supervision by faculty in an online setting. Requires 600 hours of supervised clinical practice throughout the three internship courses. No textbook is required.

AHRC 5321 Assessment from a Rehabilitation Perspective (3:3:0,O) Focusing on both the tasks of vocational and mental health assessment, this course will touch on models of psychosocial readiness to engage in the rehabilitation process. A comprehensive study of commonly used vocational assessment tools as well as the newly published DSM-V, often called the 'bible' of mental health diagnostics. ISBN-10:1416405410; ISBN-10:084002861X

AHRC 5342 Addictions (3:3:0,O) A thorough review of addictions including models of addiction, assessment, treatment, and interactions between addiction and rehabilitation services. Issues of prevalence, culture, and political interactions are discussed. ISBN: 128545717X

AHRC 5380 Distance Education: Essentials for Success (3:3:0,O) Instructor Approval Required. This course is designed to help the student address common pitfalls in graduate education. Content areas included: online computer skills, communication, group work, time management, expectations for professional and academic conduct, review of MRC policy, test taking skills, and information on learning styles. The goal of this course is to better prepare students for success in online graduate courses. No textbook is required.

AHRC 5381 Writing at a Master's level (3:3:0,O) Instructor Approval Required. This course is designed to address the changes to academic writing that may have occurred since the student was last in school and better prepare students for the requirements of academic writing at the graduate level of education. This is an in-depth course on all areas of writing skills that will be used in an on-line graduate program. Content areas include: grammar, types of academic papers, source selection and evaluation, outlines and organization of papers, writing skills, APA standards, MS word tutorials, using library services, editing and critical evaluation of papers and journals, overview of different writing styles (formal/informal/web/technical), and proofreading. ISBN: 1-4338-2562-6

AHRC 6000 Internship Completion (V1-6:V1-6:V1-40,O) A variable credit course used for completion of core required internship hours after AHRC 5313-15 have been completed. No text required.

FACULTY DIRECTORY



School of Allied Health Sciences Faculty

ALLEN, Brad, Assistant Program Director of Doctor of Science in Physical Therapy, Assistant Professor of Physical Therapy, 2012; B.S.P.T TTUHSC, 1993; Sc.D. Texas Tech University Health Sciences Center, 2010.

BENNETT, Katie, Assistant Professor in Clinical Laboratory Science and Molecular Pathology, 2009; B.S., West Texas A&M University, 2000; Ph.D. Texas Tech University Health Sciences Center, 2009.

BURGESS, Nathan, Assistant Professor of Physical Therapy, 2009; B.S., Wayland Baptist University, 2001; M.P.T., Texas Tech University Health Sciences Center, 2004.

BRISMEE, Jean-Michel, Associate Professor of Doctor of Science in Physical Therapy, 1997; B.S., Catholic University of Louvain, Belgium, 1982; M.S., Texas Tech University, 1996; Sc.D., Texas Tech University Health Sciences Center, 2003.

BROOKS, Toby J., Professor of Athletic Training, 2009; B.S., Southern Illinois University, 1998; M.S., University of Arizona, 2000; Ph.D., University of Arizona, 2002.

BULLARD, Tamra, Assistant Professor of Physical Therapy, 2015. B.S., Angelo State University, 1997; M.P.T., TTUHSC, 2002; D.P.T., Andrew Taylor Still University, 2008.

CARR, Heather, Clinical Instructor of Speech, Language, and Hearing Sciences, 2012; Bachelor of Science Degree in Speech, Language, and Hearing Sciences, Texas Tech University Health Sciences Center, 2004; Master's Degree in Speech-Language Pathology, Texas Tech University Health Sciences Center, 2006.

CARTER, Tammy, Assistant Professor of Clinical Laboratory Science and Molecular Pathology; B.S., Texas Tech University Health Sciences Center, 2000; M.T. (ASCP), 2000; Ph.D., Texas Tech University Health Sciences Center, 2013.

CHESTNUTT, Jacqueline, Clinical Education Coordinator in Clinical Laboratory Science and Molecular Pathology, 2002; B.S., Texas Tech University Health Sciences Center, 1997; M.S.M.P, Texas Tech University Health Sciences Center, 2011.

COHEN, Michelle, Assistant Professor of Occupational Therapy, 2014; B.S. Oklahoma State University, 1998; M.A., University of Southern California, 2000.

COOPER, Jason P., Assistant Professor and Director of Clinical Education, Physician Assistant Studies, 2011; M.P.A.S., Texas Tech University Health Sciences Center, 2006.

CORWIN, Melinda D., Professor of Speech, Language, and Hearing Sciences, 1994; Program Director of Speech, Language, and Hearing Sciences, 2013; Co-Program Director of Communication Sciences and Disorders Ph.D., 2014; B.S., Texas Tech University, 1987; M.S., Texas Tech University, 1989; Ph.D., Texas Tech University, 2006.

DALTON, Jacquelyn, Assistant Professor of Rehabilitation Counseling, 2011; B.A. Mississippi State University, 1992; M.Ed., Delta State University, 1996; Ph.D., University of Wisconsin, 2007.

DAME, Mark, Assistant Professor of Clinical Services Management, 2013; B.A., Indiana University, 1984; M.H.A., Indiana University, 1993.

DENDY, Douglas, Assistant Professor of Physical Therapy, 2010; M.P.T., Texas Tech University Health Sciences Center, 1998.

DEMBOWSKI, James, Associate Professor of Speech, Language, and Hearing Sciences, 2004; B.S., Northwestern University, 1975; M.S., University of Texas at Dallas, 1988; Ph.D., University of Wisconsin-Madison, 1998.

DOMINGUEZ, Jason, Assistant Professor and Regional Clinical Coordinator of Physician Assistant Studies, 2014; B.S., University of Texas Permian Basin, 2002; M.P.A.S, Texas Tech University Health Sciences Center, 2004.

FRANCIS, Conrad, Assistant Professor of Clinical Practice Management, 2012; B. Sc., University of the West Indies, 1989; PMBA., Florida Institute of Technology, 2000; DBA., Nova Southeastern University, 2005.

GEDDIE, Matthew, Assistant Professor of Occupational Therapy, 2003; B.S., Texas Tech University Health Sciences Center, 1994; M.B.A., Wayland Baptist University, 2002; Ph.D, Texas Tech University, 2011.

GILBERT, Kerry, Associate Professor, 2009, and Program Director of Physical Therapy, 2004; B.S., University of Texas, 1993; M.P.T., Texas Tech University Health Sciences Center, 1997; Sc.D., Texas Tech University Health Sciences Center, 2004.

GRANADOS, Sarai, Clinical Instructor of Speech, Language, and Hearing Sciences, 2011, Bachelor of Science in Communication Disorders, Texas Tech University Health Sciences Center, 2002; M.S. in Speech, Language & Hearing Sciences, Texas Tech University Health Sciences Center, 2004.

GUSTAFSON, Tori J., Associate Professor of Speech, Language, and Hearing Sciences, 2008; B.S., Texas Tech University, 1990; M.S., Texas Tech University, 1992; Au.D., Central Michigan University, 2003.

HALL, Brittany, Clinical Instructor of Speech, Language, and Hearing Sciences, 2008; B.S. Texas Tech University Health Sciences Center, 2003; M.S. Texas Tech University Health Sciences Center, 2005.

HENDRIX, Ericka, Assistant Professor and Program Director of Molecular Pathology, 2011/2013; B.S., Texas Tech University, 1997; M.S., Texas Tech University Health Sciences Center, 2003; Ph.D., Texas Tech University, 2014.

HICKS, Candace Bourland, Professor of Speech, Language, and Hearing Sciences, and Program Director of Audiology, 2001; Co-Program Director of Communication Sciences and Disorders Ph.D., 2014; B.S.E., Arkansas State University, 1992; M.S., Purdue University, 1995; Ph.D., Vanderbilt University, 2000.

HOLLAND, Hesper, Clinical Instructor of Speech, Language, and Hearing Sciences, 2013; B.S. Texas Tech University Health Sciences Center, 2001; M.S. Texas Tech University Health Sciences Center, 2003

HOOTEN, Michael, Regional Dean of Amarillo, Program Director of B.S., Health Sciences and Assistant Professor of Clinical Services Management, 1999; B.S., Texas Tech University, 1981; M.H.A., Baylor University, 1990; Ed.D., Texas Tech University, 2004.

HOOPER, Troy L., Assistant Professor of Doctor of Science Program in Physical Therapy, 2007; B.S., Angelo State University, 1996; M.P.T., Texas Tech University Health Sciences Center, 2001.

HOUSE, Morgan, E., Assistant Professor of Clinical Services Management, 2005; B.S. Wayland Baptist University, 2002; M.B.A., Wayland Baptist University, 2003.

HUBBARD, Joel D., Associate Professor of Clinical Laboratory Science and Molecular Pathology, 1990; B.S., Texas Tech University, 1976; M.T. (ASCP), Baptist Memorial Hospital (Dallas), 1977; Ph.D., Texas Tech University Health Sciences Center, 1986.

HUNT, Sharon, Assistant Professor of Clinical Practice Management, 2012; B.B.A., Texas Tech University, 1988; M.B.A., Wayland Baptist University, 2002.

JACKSON, John, Assistant Professor of Occupational Therapy, 2003; B.S., Medical College of Georgia, 1986; M.A., Texas Woman's University, 1998; Ed.D., Texas Tech University, 2011.

JAMES, C. Roger, Professor of Rehabilitation Sciences; and Director of the Center for Rehabilitation Research, 2004; and Program Director of Ph.D. in Rehabilitation Sciences, 2009; B.S., Southwest Missouri State University, 1988; M.S., University of Oregon, 1991; Ph.D., University of Oregon, 1996.

JANKOWSKI, James E., Assistant Professor and Regional Clinical Coordinator of Physician Assistant Studies, 2004; B.S., Southwest Texas State University,

1991; M.Ed., Southwest Texas State University, 2000; M.P.A.S., Texas Tech University Health Sciences Center, 2006.

JOHNSTON, Sara, Assistant Professor of Rehabilitation Counseling, 2014; B.S., University of Wisconsin-Madison, 1989; M.S., University of Wisconsin-Madison, 2004; Ph.D., University of Iowa, 2013.

JUAREZ, Luis C., Assistant Professor and Regional Clinical Coordinator of Physician Assistant Studies, 2014; B.A., University of Texas at Austin, 1995; D.C., Parker University, 2002; B.S. University of Texas Pan American, 2007; M.P.A.S., University of Texas Pan American, 2010.

KEARNS, Gary, Assistant Professor of Physical Therapy, 2015, M.P.T., Texas Tech University Health Sciences Center, 2002; Sc.D, Texas Tech University Health Sciences Center, 2015

KELLER, Michael, J., Assistant Dean for Learning Technologies, 2012; Chair, Department of Clinical Administration and Rehabilitation Counseling, 2012; B.S., West Texas State University, 1979; B.S.N., West Texas State University, 1981; M.B.A., Wayland Baptist University, 1987; M.S. (Strategy), United States Army War College, 2011.

KOUL, Rajinder K., Associate Dean, Chair and Professor of Speech, Language, and Hearing Sciences, 1994; B.Sc., University of Mysore, 1984; M.Sc., University of Mysore, 1986; Ph.D., Purdue University, 1994.

KROLL, Tobias A., Assistant Professor of Speech, Language, and Hearing Sciences, 2012; M.A. University of Muenster, Germany, 2007; Ph.D. University of Louisiana at Lafayette, 2014.

KUMAR, Neeraj, Regional Dean, Odessa, 2015, Assistant Professor and Assistant Program Director, Odessa, of Physical Therapy, 2015; B.S., Manipal Academy of Higher Education, 1996; M.S., Guru Nanak Dev University, 1998; Ph.D., State University of New York-Buffalo, 2009.

LARSEN, Hal S., Executive Associate Dean, 1987; B.S., Brigham Young University, 1970; M.S., 1973; M.T. (ASCP), Utah Valley Hospital, 1974; CLS (NCA), 1984; Ph.D., University of Nebraska Medical Center, 1980.

LEE, Sue Ann, Associate Professor of Speech, Language, and Hearing Sciences, 2010; B.A. in Special Education, Ewha Women's University, 1990; M.A. in Special Education, Ewha Women's University, 1992; M.A. in Speech & Hearing Sciences, The Ohio State University, 1998; Ph.D. in Communication Sciences & Disorders, The University of Texas at Austin, 2004.

LAFAVE, Dee Ann, Clinical Instructor in Speech, Language, and Hearing Sciences, 2005; B.S., Texas Tech University, 1985; M.S., Texas Tech University, 1988.

LEWIS, Nancy, Assistant Professor of Physical Therapy, 2010; B.S., Tarleton State University, 1973; B.S.P.T., University of Texas Medical Branch, 1975; Sc.D., Texas Tech University Health Sciences Center, 2008.

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MILLER, Misty, Assistant Professor of Physical Therapy, 2015. M.P.T., TTUHSC, 1997; D.

MOORE, Gretchen, Assistant Laboratory Manager in Clinical Laboratory Science and Molecular Pathology, 2012, Laboratory Manager and Faculty Associate in Clinical Laboratory Science and Molecular Pathology, 2014: B.S. Medical Technologist University of Texas Southwestern Medical Center MT (ASCP) 1983.

MUNGER, Larry R., Assistant Professor of Athletic Training, 2014; B.S., University of Kansas, 1995; M.S., Arizona School of Health Sciences, 1997; Ph.D., Texas Tech University, 2010.

PANASCI, Kathryn, Assistant Professor of Physical Therapy, 2011; Program Director Transitional Doctor of Physical Therapy Pathway, 2014; B.S., Northeastern University, 2003; M.P.T., Northeastern University, 2004; D.P.T., Texas Tech University Health Sciences Center, 2011.

PASCHALL, D. Dwayne, Associate Professor of Speech, Language, and Hearing Sciences, 1996; B.A., Baylor University, 1989; M.S., University of Texas-Dallas, 1992; Ph.D., University of Texas-Dallas, 1995.

PASUPATHY, Rubini, Assistant Professor of Clinical Practice Management, 2003; B.A., Texas Tech University, 1998; M.B.A., Texas Tech University, 2003; Ph.D., Texas Tech University, 2010.

PENDERGRASS, Timothy, Assistant Professor of Physical Therapy, 2011, B.S., University of North Texas, 1998; M.S., Texas Tech University, 2002; M.P.T., Texas Tech University Health Sciences Center, 2006; Sc.D, Texas Tech University Health Sciences Center, 2013.

PERRY, Carolyn, Assistant Professor of Speech, Language, and Hearing Sciences, 2004; B.S., Texas Tech University, 1991; M.S., Texas Tech University, 1993.

POSTERARO, Robert H., Associate Professor, and Assistant Program Director of Clinical Practice Management, 2009; B.S., Fordham College, 1969; M.D., Yale University School of Medicine, 1973; M.B.I., Oregon Health & Science University, 2005.

POTTER-BRUNET, Joan, Assistant Professor of Physical Therapy, 1999; Assistant Program Director, Amarillo, 2014; B.S., University of Texas Southwest Medical Center, 1991; M.S., West Texas A&M University, 2002; D.P.T., A T Still University, Arizona, 2010.

REDMAN, Wade, Program Director Assistant Professor Clinical Laboratory Science, 2005; B.S., Texas Tech University Health Sciences Center, 1999; MT (ASCP)DLM ^{CM}; M.B.A., Wayland Baptist University, 2004; Ph.D., Texas Tech University, 2014.

REEL, Leigh Ann, Assistant Professor of Speech, Language, and Hearing Sciences, 2009; B.B.S., Hardin-Simmons University; Au.D., Texas Tech University Health Sciences Center, 2005; Ph.D., Texas Tech University Health Sciences Center, 2009.

RICE-SPEARMAN, Lori, Associate Dean for Outcomes & Assessment, 2012; Chair, Department of Laboratory Science and Primary Care, 2013; B.S. Texas Tech University Health Sciences Center, 1986; M.T. (ASCP), 1986; M.S., Texas Tech University, 1991; Ph.D., Texas Tech University, 2010.

ROBOHM-LEAVITT, Christina M., Associate Professor and Program Director of Physician Assistant Studies, 2014; B.S. University of Colorado Health Sciences Center, 2005; Physician Assistant Certificate, University of Colorado Health Science Center, 1997; M.S. University of Colorado Health Sciences Center, 1999.

SANCIBRIAN, Cheryl L., Professor of Speech, Language, and Hearing Sciences and Program Director of Speech-Language Pathology, 1993; B.S., Texas Tech University, 1976; M.S., Texas Tech University, 1978.

SATTERWHITE, Robin, Dean, 2012; B.B.A., Texas Tech University, 1992; M.B.A., Texas Tech University, 1997; Ed.D., Texas Tech University, 2004.

SAWYER, Barbara G., Professor of Molecular Pathology and Clinical Laboratory Science, 1993; B.A., Stephen F. Austin State University, 1974; B.S., University of Texas Southwestern Medical Center, 1977; MT (ASCP), 1977; Ph.D., University of Texas Southwestern Medical Center, 1988; CLSp (Molecular Biology), 2001.

SAWYER, Steven F., Professor and Chair, Department of Rehabilitation Sciences, and Associate Dean for Faculty Development, 2010/2003; B.S., University of California at Irvine, 1980; Ph.D., University of California at San Diego, 1988; M.P.T., Texas Tech University Health Sciences Center, 1997.

SCHROEDER, Dave, Assistant Professor of Rehabilitation Counseling, 2011; B.A., Michigan State University, 1982; M.A., Michigan State University, 2003; Ph. D., Michigan State University, 2012.

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SECHRIST, Dawndra A., Assistant Professor and Program Director of Occupational Therapy, 2001; B.S., Texas Tech University, 1992; B.S., Texas Tech University Health Sciences Center, 1994; M.A., Texas Woman's University, 2001; Ph.D., Texas Tech University, 2006.

SIZER, Phillip S., Program Director of Doctor of Science in Physical Therapy, 2002; Professor of Physical Therapy, 1990; B.S., University of Texas Medical Branch, 1985; M.Ed, Texas Tech University, 1993, Ph.D., Texas Tech University, 2002.

SPEARS, Evans, Associate Professor and Program Director of Rehabilitation Counseling, 2002; B.A., Coe College, 1991; M.A., University of Iowa, 1994; Ph.D., University of Arizona, 2003.

STEADMAN, Natalie D., Assistant Professor of Athletic Training, 2005; B.S., Texas Tech University, 1990; B.S. P.T., Texas Tech University Health Sciences Center, 1992; M.A.T., Texas Tech University Health Sciences Center, 2002.

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STELTER, Laurie, Assistant Professor of Occupational Therapy, 2014; B.S., Texas Tech University Health Sciences Center, 1998; M.A., Texas Woman's University, 2004.

TAYLOR, LesLee, Associate Professor of Athletic Training, 2009, and Program Director of Athletic Training, 2000; B.S., University of Kansas, 1993; M.S. University of Arizona, 1995; Ph.D., Texas Tech University, 2001.

TAYLOR, Michael A., Associate Professor and Associate Director, Regional Clinical Coordinator of Physician Assistant Studies, 2004; B.S., University of Oklahoma Health Science Center, 1982; M.P.A.S., University of Nebraska Medical Center, 1997.

TIONGCO, Cindi, Assistant Professor of Occupational Therapy, 2008; B.S.O.T., Texas Tech University Health Sciences Center, 2002; M.O.T., Texas Tech University Health Sciences Center, 2002.

WHISNER, Sandra, Assistant Professor of Occupational Therapy, 2003; B.B.A., Texas Tech University, 1992; B.S., Texas Tech University Health Sciences Center, 1997; M.A., Texas Woman's University, 2003; Ph.D., Texas Women's University, 2014.

WHITAKER, Melissa, Clinical Instructor of Speech, Language, and Hearing Sciences, 2014. B.S. Texas Tech University Health Sciences Center, 2002. M.S. Texas Tech University Health Sciences Center, 2004.

YOON, Yang-Soo, Assistant Professor of Speech, Language, and Hearing Sciences, 2014; B.S.E., Seoul National University of Technology, 1993; M.S., Texas A&M Kingsville, 1996; Ph.D., University of Illinois at Urbana-Champaign, 2008.

YORK, Deborah, Assistant Professor of Physical Therapy, 2015. B.S. Howard Payne University, 1998; M.P.T., TTUHSC, 2002.

ZIMMERMAN, Renee, Assistant Professor of Speech, Language, and Hearing Sciences, 2012; B.S., Texas Tech University Health Sciences Center, 2005; Au.D., Texas Tech University Health Sciences Center, 2009.

ZUPANCIC, Steven, Associate Professor of Speech, Language, and Hearing Sciences, 2006; B.S., Eastern New Mexico University, 1999; Au.D., Texas Tech Health Sciences Center, 2003; Ph.D., Texas Tech University Health Sciences Center, 2007.

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