

UNDERGRADUATE/GRADUATE CATALOG



UT TylerTM

THE UNIVERSITY OF TEXAS AT TYLER

2025-2026

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Degree Requirements - Non-Thesis Option

30 semester hours of approved graduate credit

Complete a minimum of 30 semester hours of approved graduate credit.

Required Courses (9 hours)

CHEM 5301	Introduction to Graduate Teaching and Research
CHEM 5302	Project Preparation and Research Management
CHEM 5395	Literature Research and Technical Writing

Prescribed Electives (18 hours)

Complete 6 of the following courses with approval of advisor.

CHEM 5316	Advanced Analytical Chemistry
CHEM 5320	Advanced Biochemistry
CHEM 5321	Biochemical Foundation and Treatment of Disease
CHEM 5331	Organometallic Chemistry
CHEM 5339	Bioinorganic Chemistry
CHEM 5340	Physical Organic Chemistry
CHEM 5341	Organic Synthesis
CHEM 5342	Nanochemistry and Macromolecules
CHEM 5350	Quantum Mechanics
CHEM 5351	Molecular Spectroscopy
CHEM 5383	Advanced Chemical Principles of Fermentation
CHEM 5399	Independent Study

Free Elective (3 hours)

In consultation with advisor, complete 3 hours of chemistry graduate coursework. With advisor approval, a student may substitute up to 3 hours of graduate work from another discipline.

Degree Requirements - Thesis Option

30 semester hours of approved graduate credit

Complete a minimum of 30 semester hours of approved graduate credit.

Required Courses (9 hours)

CHEM 5301	Introduction to Graduate Teaching and Research
CHEM 5302	Project Preparation and Research Management
CHEM 5396	Thesis

Prescribed Electives (18 hours)

Complete 6 of the following courses with approval of advisor.

CHEM 5316	Advanced Analytical Chemistry
CHEM 5320	Advanced Biochemistry
CHEM 5321	Biochemical Foundation and Treatment of Disease
CHEM 5331	Organometallic Chemistry
CHEM 5339	Bioinorganic Chemistry
CHEM 5340	Physical Organic Chemistry
CHEM 5341	Organic Synthesis
CHEM 5342	Nanochemistry and Macromolecules
CHEM 5350	Quantum Mechanics
CHEM 5351	Molecular Spectroscopy
CHEM 5383	Advanced Chemical Principles of Fermentation
CHEM 5390	Graduate Research
CHEM 5399	Independent Study

Free Elective (3 hours)

In consultation with advisor, complete an additional 3 hours of chemistry graduate coursework. With advisor approval, a student may substitute up to 3 hours of graduate work from another discipline.

Graduation Requirements Thesis Option

Candidates for the Thesis Option for Master of Science in Chemistry must also meet the following requirements:

1. Maintain a minimum grade point average of 3.0 in all course work required for the degree. Only grades of "C" or better can be applied toward the degree.
2. Submission of a written thesis describing an original research project. The thesis must be of scientific significance and suitable for publication in referred scientific journals. The student must then defend the thesis at an oral examination administered by the Thesis Advisory Committee.
3. Satisfactory performance on a final comprehensive, oral examination covering the thesis and related foundations in chemistry.

Graduation Requirements Non-Thesis Option

Candidates for the Non-Thesis Option for Master of Science in Chemistry must also meet the following requirements:

1. Maintain a minimum grade point average of 3.0 in all course work required for the degree. Only grades of "C" or better can be applied toward the degree.
2. Demonstrate satisfactory performance on a final comprehensive oral and /or written examination covering the courses, a non-research based professional paper, and other academic or laboratory components of the student's program selected by the graduate advisory committee.

Thesis Advisory Committee

A thesis research project will begin during the first semester of full-time graduate work. The student and thesis advisor will select two additional members from the graduate faculty in the Department of Chemistry to serve on the Thesis Advisory Committee.

Department of Communication

Dr. Brent Yergensen, Chair

The Department of Communication offers the Master of Arts in Communication degree with concentrations in Communication Inquiry (thesis or capstone track) and Strategic Communication (non-thesis track). The program provides academic preparation for those pursuing professional careers in communication studies, teaching, and journalism, and will develop critical understanding of communication, aesthetics and social progress education.

Masters of Communication

The Master of Arts in Communication degree is a course of study for persons in or preparing for further graduate study or mid-level and upper-level professional positions in public and nonprofit organizations. The program emphasizes the theoretical, practical, and analytical abilities required of persons holding responsible communication positions. Centered in the Department of Communication, it also permits the incorporation of specialized fields of interest such as general

communication, journalism, mass communication, and corporate communication.

The program is available for enrollment in both online and traditional, face-to-face formats. The online version of the program is ideal for working professionals, parents with children at home, and those who live considerable distances from campus.

The course of study is designed to prepare students for matriculation to doctoral programs in communication and to train degree recipients for teaching responsibilities at the junior college level.

Master of Arts in Communication--Total Semester Hours=30

Admission Requirements

The requirements for admission to the communication MA program are as follows:

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 3.0 on a 4-point scale on all upper-division course work.
3. A writing sample from undergraduate work, such as a term paper. If significant time passed since an applicant was an undergraduate and access to previous work is inaccessible, the department will provide a writing prompt for the applicant to demonstrate writing ability at the graduate level.
4. Two favorable letters of recommendation.
5. Students who do not have a journalism, mass communication, speech communication, or communication studies major or minor in their undergraduate studies may be required to take leveling courses as determined by the communication graduate faculty.

Degree Requirements

All candidates for the Master of Arts degree in communication must meet the following requirements:

1. Completion of a minimum of 30 hours of graduate credit with a cumulative grade-point average of 3.0 in all course work applied towards the degree.
2. No more than six semester hours in independent study courses may be applied to this degree.
3. A grade of "B" or better in each core course.
4. Students choosing the thesis option must submit a standard master's quality thesis involving original research and satisfactorily defend the thesis. Students choosing the thesis option must complete 30 hours of coursework and COMM 5395 Thesis I and COMM 5396 Thesis II. Students choosing the non-thesis option must complete COMM 5365 Communication Capstone.

Course Requirements

Core Courses (6 Hrs.)

COMM 5308	Seminar in Communication Theories
COMM 5310	Communication Research Methods

Elective Courses

18 hours for Thesis Option; 21 hours for Non-Thesis Option

COMM 5302	Rhetorical Leadership
COMM 5303	Media Use Analytics
COMM 5311	Seminar in Communication
COMM 5315	Mass Media and Popular Culture
COMM 5328	Relational Communication and Group Dynamics
COMM 5329	Topics in Communication Theory
COMM 5335	Seminar in Organizational Communication

COMM 5340	Seminar in Intercultural Communication
COMM 5344	Seminar in Media Ecology
COMM 5345	Digital Communication
COMM 5355	Public Relations and Advertising Campaigns
COMM 5360	Communication and Artificial Intelligence
COMM 5380	Brand Identity Design
COMM 5399	Independent Study

Students on a thesis track have the option to take up to 6 hours of department approved UT Tyler 5000-level elective or higher courses to be applied to the degree.

Students on the Strategic Communication track have the option to take MARK 5320 Advanced Marketing Fundamentals and MARK 5380 Marketing Research and Analysis as elective courses to be applied to the degree.

Thesis Option (6 hrs.)

COMM 5395	Thesis I
COMM 5396	Thesis II

Non-Thesis Option (3 hrs.)

COMM 5365	Communication Capstone
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Corporate Communication Certificate (9 hours)

A graduate certificate in Corporate Communication develops proficiency in public and organizational leadership, team development problem solving, and the guiding of organizations in times of change.

Certificate Requirements

Students complete nine credit hours from the following:

COMM 5302	Seminar in Rhetorical Criticism
COMM 5328	Leadership and the Group Process
COMM 5335	Seminar in Organizational Communication
COMM 5340	Seminar in Intercultural Communication
COMM 5344	Seminar in Media Ecology

Integrated Marketing Communication Certificate (9 hours)

A graduate certificate in Integrated Marketing develops proficiency for career development in digital marketing, branding, social media strategy, marketing research, content development, and public relations.

Certificate Requirements

Students complete nine credit hours from the following:

COMM 5303	Public Opinion and Propaganda
COMM 5315	Mass Media and Popular Culture
COMM 5355	Public Relations and Advertising Campaigns
COMM 5360	Communication and Artificial Intelligence
COMM 5380	Brand Identity Design
MARK 5320	Advanced Marketing Fundamentals
MARK 5380	Marketing Research and Analysis

Department of History

Dr. Colin Snider, Chair

History M.A.

The Master of Arts degree in history emphasizes instruction in the following areas: (1) European History; (2) United States History; and (3) World History. The program is designed for students wishing to pursue graduate study in history. It may also serve those who wish to pursue elementary, secondary, or junior college teaching careers; those who wish to work in public history; and those for whom a graduate degree in history can further their professional or personal goals.

Master of Arts in History--Total Semester Hours=36

Admission Requirements

1. A baccalaureate degree in History from an accredited college or university or a baccalaureate degree outside of History that includes a minimum of 12 semester hours of upper-division History courses.

2. An original historical research or humanities-based paper or essay, not exceeding ten pages. This sample should demonstrate the applicant's ability to conduct historical research, analyze sources, and present arguments effectively in writing;

AND

One letter of recommendation from an individual familiar with the applicant's academic preparation and potential for graduate-level scholarship.

OR

A satisfactory score on the Graduate Record Examinations (GRE) in place of a writing sample and letter of recommendation.

3. A minimum GPA of 3.0 on all prior upper-division work.

4+1 Master of Arts in History

Undergraduate students in History may choose this program to have the option of completing a Master's degree in one additional year. Students may choose the Non-Thesis route (Option II) under this program and they are required to take 9 credits of graduate-level courses (electives) in their senior year. Students interested in this program must obtain department approval to enroll in this program. Students with a minimum GPA of 3.49 will be provisionally admitted to this program in the fall semester of their senior year and will receive full admission to the graduate program after they complete all BA (or BS) graduation requirements. Students must obtain an average "B" grade in all the graduate-level courses taken during their senior year

Degree Requirements

A total of 36 semester hours of graduate work is required. A student may transfer a maximum of six semester hours of graduate work in which a grade of "B" or better has been earned from approved institutions. All transfer work is subject to approval by the student's advisor. No more than six semester hours in independent study courses and six semester hours in travel/study courses may be applied to this degree.

Option I: Master of Arts Degree in History (With Thesis).

Option II: Master of Arts Degree in History (Without Thesis).

Research Seminar (3 hours)

HIST 5310 Seminar in History

Historiography (3 hours)

HIST 5394 Historiography

Thesis (Option I only) 6 hours

HIST 5395 Thesis

HIST 5396 Thesis

Reading Seminars - one in each of the following areas (9 hours)

European History Before 1715 or since 1715

United States History To 1877 or since 1877

World History African History or Latin American History

Other History Course Electives (15-21 hours)

Option I 15 hours

Option II 21 hours

Graduation Requirements

1. A cumulative grade point average of 3.0 in all graduate history work attempted.
2. Successful completion of a thesis (Option I) or of written comprehensive examination (Option II).
3. Foreign language - Option I students whose thesis topic focuses on a country where English is not the primary language must complete twelve credit hours or demonstrated reading knowledge of a single foreign language.

Certificate - Dual Credit in US History

Students who hold a master's degree in another discipline and who complete 18 Semester Credit Hours (SCH) in assigned US History graduate courses at UT Tyler fulfill faculty qualifications to teach lower-level college courses in US History. Students who complete the MA degree in History may earn the Certificate as part of their degree.

Certificate - Dual Credit in World History/Civilizations

Students who hold a master's degree in another discipline and who complete 18 Semester Credit Hours (SCH) in assigned World History graduate courses at UT Tyler fulfill faculty qualifications to teach lower-level college courses in World History/Civilizations. Students who complete the MA degree in History may earn the Certificate as part of their degree.

Department of Literature and Languages

Dr. Ann Beebe, Chair

The Department of Literature and Languages offers a Master of Arts degree in English, with face-to-face and online options, and elective courses for students seeking other graduate degrees.

English M.A.

The Master of Arts degree in English at UT Tyler provides exciting opportunities for study in the fields of literature, writing, and rhetoric. Its mission is to graduate students who have mastered advanced skills in critical thinking, textual interpretation, rigorous researching, and analytical writing. The program offers students a deepened

understanding of literature's cultural intellectual legacy, the ability to write well and with discernment, and the skills needed to effectively acquire knowledge and to communicate ideas in preparation for employment or doctoral study.

Master of Arts in English--Total Semester Hours=36

Admission Requirements

1. A baccalaureate degree from an accredited college or university
2. A Writing Sample of 8-10 pages (or longer) that demonstrates the applicant's ability to produce long-form critical engagement with a body of literature, literary period, or thesis question/concern.
3. A minimum grade point average of 3.25 on a 4.0 point scale for at least forty-eight hours of upper-division coursework.
4. A minimum grade point average of 3.50 on a 4.0 point scale for at least twenty-one hours of undergraduate English courses, including a minimum of twelve hours of upper-division coursework.
5. A Statement of Purpose of maximum 500 words stating the applicant's reasons for pursuing an English M.A. This essay should be signed, single-spaced, and word-processed.
6. Conditional admission may be granted if an admission requirement is not met in an otherwise strong application.

Application Deadlines:

Fall Enrollment

Priority Date: May 1

Final Date: July 31

Spring Enrollment

Priority Date: September 1

Final Date: December 1

Degree Requirements

A total of thirty-six semester hours of English graduate-level coursework is required. No more than six semester hours of graduate independent study courses and six semester hours of travel/study courses may be applied. No more than nine hours of graduate credit in which a "B" or better has been earned may be transferred from another institution. Transfer work is subject to approval by the graduate s advisor.

Option I: Master of Arts in English with Thesis (36 hours)

Required Courses (9 hrs.)

ENGL 5300	Bibliography and Methods of Research
ENGL 5397	Guided Integrative Study
ENGL 5396	Thesis II

Note: ENGL 5300 should be taken during the semester of entry.

Note: If enrolling in more than one thesis semester after receiving advisor approval, select ENGL 5395 Thesis I prior to taking ENGL 5396 Thesis II.

Writing, Rhetoric, and Theory (6 hrs.):

ENGL 5361	Studies in Multimodal Design
ENGL 5362	Data and Documentation Design
ENGL 5363	Advanced Digital Storytelling
ENGL 5364	Advanced Interactive Design
ENGL 5367	Studies in Creative Writing
ENGL 5380	Advanced Grammar and Linguistics
ENGL 5382	Contrastive Linguistics

ENGL 5388	History and Practice of Rhetoric
ENGL 5389	Practicum in Composition Instruction
ENGL 5390	Studies in Composition
ENGL 5391	Studies in Technical and Scientific Writing
ENGL 5392	History, Theory and Practice of Writing Centers

Note: ENGL 5300 and ENGL 5389 are required for Teaching Assistants.

Early, Early Modern Literature (6 hrs.)

ENGL 5305	Chaucer and Middle English Literature
ENGL 5310	Masters of English Literature
ENGL 5315	Studies in the English Renaissance
ENGL 5320	Shakespeare
ENGL 5321	Studies in English Neoclassical Literature
ENGL 5340	Masters of American Literature
ENGL 5346	American Literature through the Romantic Period
ENGL 5348	American Renaissance
ENGL 5368	Settings of Literature and Writing
ENGL 5369	Topics in English
ENGL 5370	Studies in World Literature

Later Literature (6 hrs.)

ENGL 5310	Masters of English Literature
ENGL 5323	Studies in Romanticism
ENGL 5325	Studies in Victorian Literature
ENGL 5330	English Literature: Twentieth Century
ENGL 5340	Masters of American Literature
ENGL 5350	Studies in American Literary Realism
ENGL 5355	Studies in Twentieth-Century American Literature
ENGL 5368	Settings of Literature and Writing
ENGL 5369	Topics in English
ENGL 5370	Studies in World Literature
ENGL 5386	The Modern Novel

Electives (9 hrs.)

An elective is any graduate-level English course offered by the English M.A. program not yet taken.

Option II: Master of Arts in English without Thesis (36 hours)

Required Courses (6 hrs.)

ENGL 5300	Bibliography and Methods of Research
ENGL 5397	Guided Integrative Study

Notes: ENG 5300 should be taken during the semester of entry.

Writing, Rhetoric, and Theory (6 hrs.):

ENGL 5361	Studies in Multimodal Design
ENGL 5362	Data and Documentation Design
ENGL 5363	Advanced Digital Storytelling
ENGL 5364	Advanced Interactive Design
ENGL 5367	Studies in Creative Writing
ENGL 5380	Advanced Grammar and Linguistics
ENGL 5382	Contrastive Linguistics
ENGL 5388	History and Practice of Rhetoric
ENGL 5389	Practicum in Composition Instruction
ENGL 5390	Studies in Composition
ENGL 5391	Studies in Technical and Scientific Writing
ENGL 5392	History, Theory and Practice of Writing Centers

Note: ENGL 5300 and ENGL 5389 are required for Teaching Assistants.

Early, Early Modern Literature (6 hrs.)

ENGL 5305	Chaucer and Middle English Literature
ENGL 5310	Masters of English Literature

ENGL 5315	Studies in the English Renaissance
ENGL 5320	Shakespeare
ENGL 5321	Studies in English Neoclassical Literature
ENGL 5340	Masters of American Literature
ENGL 5346	American Literature through the Romantic Period
ENGL 5348	American Renaissance
ENGL 5368	Settings of Literature and Writing
ENGL 5369	Topics in English
ENGL 5370	Studies in World Literature

Later Literature (6 hrs.)

ENGL 5310	Masters of English Literature
ENGL 5323	Studies in Romanticism
ENGL 5325	Studies in Victorian Literature
ENGL 5330	English Literature: Twentieth Century
ENGL 5340	Masters of American Literature
ENGL 5350	Studies in American Literary Realism
ENGL 5355	Studies in Twentieth-Century American Literature
ENGL 5368	Settings of Literature and Writing
ENGL 5369	Topics in English
ENGL 5370	Studies in World Literature
ENGL 5386	The Modern Novel

Electives (12 hrs.)

An elective is any graduate-level English course offered by the English M.A. program not yet taken.

Concentration in Digital Rhetoric and Multimodal Design (18 hrs.)

The Concentration in Digital Rhetoric and Multimodal Design offers eighteen (18) credit hours to degree-seeking students who have been admitted to the English MA or any graduate program at The University of Texas at Tyler. This concentration emphasizes intellectual connections among literature, rhetoric, writing, and multimodal research using digital tools. With this concentration, graduates will be able to conduct advanced research using data-driven methodologies, rhetorically analyze audiences and situations, and design multimodal projects on digital platforms.

Admission Eligibility & Progress

Students pursuing the Concentration in Digital Rhetoric and Multimodal Design must be concurrently admitted to the Master of Arts program in English or another master's program at The University of Texas at Tyler. Students must submit a Graduate Concentration Permission Form to EnglishMA@uttyler.edu and maintain a cumulative 3.5 GPA for the required courses.

Curriculum

The Concentration in Digital Rhetoric and Multimodal Design consists of 18-hours (6 courses), all of which count toward the hours needed to complete a Master of Arts in English at UT Tyler. Course emphasis is on research, literature, rhetoric, and digital multimodal design.

Required Courses (15 hours)

ENGL 5300	Bibliography and Methods of Research
ENGL 5361	Studies in Multimodal Design
	or
ENGL 5363	Advanced Digital Storytelling
ENGL 5362	Data and Documentation Design
	or
ENGL 5364	Advanced Interactive Design
ENGL 5367	Studies in Creative Writing
	or

ENGL 5391	Studies in Technical and Scientific Writing
ENGL 5388	History and Practice of Rhetoric
	or
ENGL 5380	Advanced Grammar and Linguistics
	ENGL 53xx Early American, British, or World Literature
	or
	ENGL 53xx Later American, British, or World Literature

Electives (3 hours)

ENGL 5367	Studies in Creative Writing
ENGL 5368	Settings of Literature and Writing
ENGL 5369	Topics in English
ENGL 5382	Contrastive Linguistics
ENGL 5390	Studies in Composition
ENGL 5389	Practicum in Composition Instruction
	ENGL 53xx Early American, British, or World Literature
	ENGL 53xx Later American, British, or World Literature
	If not taken as a required course:
ENGL 5380	Advanced Grammar and Linguistics
ENGL 5388	History and Practice of Rhetoric
ENGL 5391	Studies in Technical and Scientific Writing
	face-to-face delivery only:
ENGL 5392	History, Theory and Practice of Writing Centers

Graduation Requirements

1. A cumulative grade point average of 3.0 for all graduate-level coursework attempted.
2. Successful completion of ENGL 5397 with exit examination for the non-thesis option or successful completion of ENGL 5397 with exit examination and ENGL 5396 for the thesis option.
3. For graduation from UT Tyler, all degree requirements must be completed within a six-year period.

Other Course Offerings

Although UT Tyler does not offer a graduate degree in Spanish, courses in this area are offered as electives within the Department of Literature and Languages for students seeking graduate degrees in other disciplines.

Department of Mathematics

Dr. David Milan, Chair

Mathematics M.S.

The Master of Science in mathematics program is designed to provide a graduate level education for students who intend to teach at various levels, who will continue or seek employment within the industrial sector, or who intend to continue their education beyond the master's level at other institutions.

Master of Science in Mathematics--Total Semester Hours=36**Admission Requirements**

In addition to the general requirements for admission to graduate study, the requirements for admission to the mathematics programs are as follows:

1. A satisfactory score on the General Test of the Graduate Record Examination (GRE).
2. A satisfactory grade point average on all prior advanced level (junior, senior, and graduate) work taken.
3. A proficiency in the use of the English language. If a student's verbal score on the General Test of the GRE is below an acceptable minimum, the student must pass an English proficiency test.
4. The equivalent of an undergraduate degree in mathematics at this institution. Must meet deficiencies before Full Admission is granted.
5. Students who do not have satisfactory scores on the Graduate Record Examination may be admitted under the condition that they obtain a grade of "B" or higher in a prescribed set of graduate courses that are approved by the department.

Degree Requirements

Each candidate for the degree must complete:

A minimum of 36 semester hours of graduate credit which may include a research project or thesis.

A core curriculum:

MATH 5331	Algebra I
MATH 5341	Real Analysis I
MATH 5351	Mathematical Probability
MATH 5381	Applied Mathematics I

At least two of the following:

MATH 5332	Algebra II
MATH 5342	Real Analysis II
MATH 5352	Mathematical Statistics
MATH 5382	Applied Mathematics II

Graduation Requirements

Candidates for the master's degree in mathematics must also meet the following requirements:

1. A cumulative 3.0 grade point average on all course work. Only grades of "B" or better can be applied towards the degree.
2. Satisfactory performance on a final comprehensive examination covering those core courses and either the thesis, project or an additional area within the student's program selected by the student in conjunction with the graduate advisor.

Department of Political Science

Dr. Marcus Stadelmann, Chair

Political Science M.A.

The Master of Arts in Political Science focuses instruction on four areas: American politics, political theory, comparative politics, and international relations. This course of study is designed to 1) prepare students for matriculation to doctoral programs in political science, 2) train degree recipients for teaching responsibilities at the junior college level, and/or 3) provide professional competencies for private and public sector employment.

Master of Arts in Political Science--Total Semester Hours=36

Admissions Requirements

In addition to the general requirements for admission to graduate study, the requirements for admission to the political science program are as follows:

1. A baccalaureate degree from an accredited college or university.
2. A directed essay designed to demonstrate the candidate's motivation for study in political science as well as the student's facility with analytical writing.
3. A satisfactory grade-point average on all prior advanced-level (junior, senior, and graduate) work (Minimum GPA - 3.0).

Degree Requirements

The Master of Arts degree in Political Science is intended for students seeking broad knowledge of the field of political science, and who may wish to complement that knowledge with additional course work and intensive reading within the discipline.

Master of Arts in Political Science

Five core seminars (15 hrs.)

POLS 5300	Seminar in Scope and Methods
POLS 5311	Seminar in American Government
POLS 5321	Seminar in Political Theory
POLS 5331	Seminar in Comparative Politics
POLS 5341	Seminar in International Relations

Approved electives (21 hrs.)

Graduation Requirements

All candidates for the Master of Arts degree in political science must also meet the following requirements:

1. A cumulative grade-point average of 3.0 in all course work applied towards the degree.
2. Satisfactory completion of a graduate capstone project. Under the direction of a member of the graduate faculty, the student will develop and produce a comprehensive research project as the concluding requirement for the Master of Arts degree in Political Science. The project may take the form of a research essay or other artifact, subject to approval by the graduate faculty, which will then be presented either before the departmental faculty or in another approved professional setting, like an academic conference.

Department of Social Sciences

Dr. Richard Helfers, Chair

Master of Public Administration

The Master of Public Administration degree is a professional course of study for persons in, or preparing for, mid-level or upper-level management positions in public and nonprofit organizations. The program emphasizes the theoretical, practical, and analytical abilities required of persons holding responsible public positions. Centered in the Department of Social Sciences, it also permits the incorporation of specialized fields of interest such as general administration, criminal justice, municipal management, non-profit management, and cybersecurity.

Admission Requirements

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 3.0 on a 4 point scale on the last 60 hours of undergraduate and/or graduate coursework.

- A letter expressing interest and motivation for pursuing the degree must be submitted for applicants that do not have at least three years of full-time employment in a public or non-profit organization.
- Applicants with three or more years of full-time employment in a public or non-profit organization must submit a CV or resume documenting their relevant work experience.
- A course in research methods is recommended (not required) before admission.

MPA Degree Requirements

Each candidate for the degree must satisfactorily complete 36 hours of course work as indicated:

Core Curriculum (24 hours required)

MANA 5320	Organizational Behavior
PADM 5331	Information Systems in Public Administration
PADM 5332	Public Budgeting and Finance
PADM 5336	Administrative Ethics
PADM 5350	Seminar in Human Resources Management (Same as MANA 5350)
PADM 5396	Research Methods
PADM 5397	Advanced Social Science Analysis
PADM 5353	Public Administration Capstone Seminar

Area of Concentration (12 hours)

The MPA program offers 4 areas of concentration: criminal justice, municipal management, non-profit management, and cybersecurity. (Students can also pursue a general administration approach by selecting courses from multiple concentrations.)

Criminal Justice

CRIJ 5302	Judicial Policy and Social Process
CRIJ 5303	Contemporary Criminological Theory
CRIJ 5307	Criminal Justice Policy
CRIJ 5313	Contemporary Issues in Corrections
	or
CRIJ 5332	Law Enforcement: Environment and Practice

Municipal Management

PADM 5307	Metropolitan Problems
PADM 5339	Urban and Regional Planning
PADM 5385	Studies in Demography
PADM 5308	Local Government Management
	or
PADM 5309	Public Sector Grant Writing

Non-profit Management

PADM 5307	Metropolitan Problems
PADM 5312	Non-Profit Management
PADM 5309	Public Sector Grant Writing
PADM 5313	Strategic Planning for Non-Profit

Cybersecurity

COSC 5341	Cybersecurity
COSC 5342	Cybersecurity Management
COSC 5364	Cyber Risk Analysis
COSC 5388	Digital Forensics

Graduation Requirements

All candidates for the Master of Public Administration degree must also meet the following requirements:

- A cumulative grade point average of 3.0 (4.0 basis) on all work taken for graduate credit. No course with a grade below "C" may be applied toward this degree.
- A grade of no lower than "B" in the capstone course.

Local Government Certificate

This program provides the foundational knowledge for a student interested in local government management. The program exposes students to the knowledge to become familiar with employment in the municipal and state level public agencies.

Certificate Requirements

Required Courses (9 hrs.)

The certificate requires students to complete 9 semester credit hours (3 courses) from the following existing course set with a grade of B or better in each course. Prerequisites for all certificate courses selected will apply.

PADM 5307	Metropolitan Problems
PADM 5308	Local Government Management
PADM 5339	Urban and Regional Planning

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Non-Profit Sector Certificate

This program provides the foundational knowledge for a student interested in the non-profit sector. The program exposes students to the knowledge to become familiar with employment in the non-profit sector of the economy.

Certificate Requirements

Required Courses (9 hrs.)

The certificate requires students to complete 9 semester credit hours (3 courses) from the following existing course set with a grade of B or better in each course. Prerequisites for all certificate courses selected will apply.

PADM 5312	Non-Profit Management
PADM 5309	Public Sector Grant Writing
PADM 5313	Strategic Planning for Non-Profit

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Criminal Justice M.S.

The purpose of this degree is to provide students with an opportunity for graduate-level education and a specialized degree in criminal justice. This degree will meet the educational needs of several types of students: (1) existing and prospective criminal justice agency personnel wishing to advance their knowledge and credentials in criminal justice, (2) students wishing to prepare for doctoral level work, (3) students wishing to prepare for community college teaching, and (4) students seeking more knowledge of crime and criminal justice.

Master of Science in Criminal Justice--Total Semester Hours=36

Admission Requirements

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 3.0 on a 4 point scale on the last 60 hours of undergraduate and/or graduate coursework.
3. Applicants with three or more years of full-time employment in the social services or criminal justice sectors must submit a CV or resume documenting their relevant work experience.
4. A course in research methods is recommended (not required) prior to admission.

Degree Requirements

The Master of Science in Criminal Justice is a 36-hour degree program. Students will choose from one of three concentrations: Criminal Justice Generalist, Management, or Cybersecurity. The degree culminates with a capstone project.

Required courses—27 hours

Capstone

CRIJ 5355 Criminal Justice Capstone Seminar

Ethics:

CRIJ 5336 Administrative Ethics

Administration:

CRIJ 5309 Seminar in Criminal Justice Administration

Corrections:

CRIJ 5313 Contemporary Issues in Corrections

Criminological Theory:

CRIJ 5303 Contemporary Criminological Theory

Law Adjudication:

CRIJ 5302 Judicial Policy and Social Process

Law Enforcement:

CRIJ 5332 Law Enforcement: Environment and Practice

Research and Analysis:

CRIJ 5396 Research Methods

CRIJ 5397 Advanced Social Science Analysis

Area of Concentration

Criminal Justice Generalist

CRIJ 5307 Criminal Justice Policy

CRIJ 5340 Violence and Society

CRIJ 5310 Topics in Criminal Justice

Management

PADM 5331 Information Systems in Public Administration

PADM 5332 Public Budgeting and Finance

PADM 5350 Seminar in Human Resources Management (Same as MANA 5350)
or
Approved PADM Elective

Cybersecurity

Choose any three of the below courses:

COSC 5341 Cybersecurity

COSC 5342 Cybersecurity Management

COSC 5364 Cyber Risk Analysis

COSC 5388 Digital Forensics

Graduation Requirements

1. All students must achieve a cumulative 3.0 GPA on all work applied to the degree.
2. All students must earn a grade of a “B” or higher in the Capstone course (CRIJ 5355).

Corrections Graduate Certificate Program Certificate Requirements

This program provides the foundational knowledge for a student interested in the criminal justice system. The program exposes students to contemporary issues involving criminality with an emphasis on criminal justice policy and corrections.

Required Courses (9 hrs.)

The certificate requires students to complete 9 semester credit hours (3 courses) from the following existing course set with a grade of B or better in each course. Prerequisites for all certificate courses selected will apply.

CRIJ 5303	Contemporary Criminological Theory
CRIJ 5307	Criminal Justice Policy
CRIJ 5313	Contemporary Issues in Corrections

All certificates will be awarded by The University of Texas at Tyler and reflected on the student’s official transcript once conferred.

Law Enforcement Graduate Certificate Certificate Requirements

This program provides the foundational knowledge for a student interested in the criminal justice system. The program exposes students to contemporary issues involving criminality with an emphasis on criminal justice policy and law enforcement.

Required Courses (9 hrs.)

The certificate requires students to complete 9 semester credit hours (3 courses) from the following existing course set with a grade of B or better in each course. Prerequisites for all certificate courses selected will apply.

CRIJ 5303	Contemporary Criminological Theory
CRIJ 5307	Criminal Justice Policy
CRIJ 5332	Law Enforcement: Environment and Practice

All certificates will be awarded by The University of Texas at Tyler and reflected on the student’s official transcript once conferred.

GRADUATE SOULES COLLEGE OF BUSINESS

Dr. Krist Swimberghe, Dean

Master of Business Administration

The basic objective of the Master of Business Administration (MBA) degree program is to offer individuals an opportunity to develop corporate leadership ability in an increasingly complex and dynamic global society by enhancing their knowledge, managerial skills and perspective. The broad, integrated curriculum provides the student with an opportunity to gain understanding of the major facets of multinational business operations in a competitive environment. The program includes work in the theoretical foundations of business, quantitative controls, decision-making, the development of advanced functional skills, and the global and ethical environment of business. An opportunity is also provided for a limited degree of specialization. The degree may be delivered face-to-face, online, hybrid and in an executive format.

The program is a non-thesis program designed for graduates from recognized colleges of business as well as graduates in liberal arts, science, engineering, nursing, or other fields desiring to undertake professional studies in the area of business administration.

Admissions

The requirements to be a graduate student in business administration are:

- Admission to the degree program is determined primarily on the basis of predictors of success in graduate study:
 - a baccalaureate degree from an accredited institution,
 - grade point average computed on the last 60 Upper-Division undergraduate hours,
 - a satisfactory score on the Graduate Management Admissions Test (GMAT). In rare instances the Graduate Record Examination (GRE) may be accepted in lieu of the GMAT, and
 - a current resume.
- Quantitative measures are integrated into an index that multiplies the applicant's 60-hour Upper-Division GPA times 200 and adds the total GMAT score (60-hour Upper-Division GPA X 200) + GMAT = >1000. An index score of greater than 1000 is typical of a successful candidate. If the student's 60-hour Upper-Division GPA is above 3.25 the GMAT may be waived.
- Applicants who earned a prior graduate degree may request a waiver of the GMAT. Additionally, applicants with three or more years of extensive managerial work experience and a baccalaureate degree (earned in the U.S. or with a U.S. government entity) with the last 60-hour Upper-Division-undergraduate GPA is a 3.0 or higher may request to have the GMAT requirement waived by the Program Advisor. This decision is made on a case-by-case basis; "extensive managerial experience" will typically mean a full-time supervisory or managerial position held for three or more years as through a resume, employment record and/or letters of recommendation. Applicants for the Executive MBA Healthcare

Management Program (EMBA HCM) are required to have 3 or more years of managerial work experience. Such experience is evaluated by the Program to waive the GMAT requirement for EMBA HCM applicants. For additional information on this executive program refer to www.uttyler.edu/academics/programs/executive-healthcare-management-mba.php.

- Consideration may also be given to other factors.
- International applicants must meet the minimum requirements as stated in the International Graduate Student Admissions section of this catalog.
- No more than nine semester credit hours of graduate credit earned prior to acceptance into the program, including transfer credit, may be applied to the degree. Students seeking admission to the program who have not yet satisfied admission criteria may be admitted as provisional students and allowed to complete one semester with up to nine hours for the MBA Program or 12 hours for the Accelerated MBA Program.
- After reviewing all credentials (official transcripts, GMAT score, other relevant information), the Graduate Program Advisor and the Soules College of Business Graduate Admissions Committee will determine if the student may be accepted into the program. A degree plan will be prepared by the Graduate Program Advisor with the student. Students will be notified of official acceptance into the program. Upon admission, applicants will receive a link to the UT Tyler Honor Code and be asked to abide by it. Full admission must occur prior to enrollment beyond a single semester.
- Although a student may not have completed all baccalaureate work at the time of application, a provisional admission decision will be made on the strength of the student's permanent record before the student can be enrolled as a graduate student in business.

The student must maintain a 3.0 cumulative grade point average (4.0 basis) on all graduate work at UT Tyler. No course with a grade below "C" may be applied toward this degree.

Transfer of Credit

Subject to the approval of the Graduate Program Advisor and the Dean of the Soules College of Business, a student may transfer up to nine (9) hours of graduate credit earned at an approved institution. Graduate credit over three years old at the time of admission generally may not be used to meet degree requirements.

Degree Requirements

The MBA degree requirements are outlined below (36 hrs.):

ACCT 5320	Accounting for Management Control
FINA 5320	Advanced Financial Management
MANA 5305	Decision Making in Operations Management
MANA 5320	Organizational Behavior
MANA 5345	Strategic Leadership Processes
MANA 5350	Strategic Human Resources Management
MANA 5395	Formulating and Implementing Strategy
MARK 5320	Advanced Marketing Fundamentals
MANA 5360	Global Business Perspectives
	Electives (9 hours)

4+1 MBA Option

Undergraduate students at UT Tyler can choose this option to get a master's degree in one additional year. Students within 12 semester hours of graduation in their final semester may take 6 credits of graduate-level courses. Students must be in good academic standing and will be provisionally admitted to this program in their final semester of their senior year. Students will receive full admission to the graduate program under this option after they complete all undergraduate graduation requirements as well as meet all program admission requirements. Students must obtain a B average in all the graduate-level courses taken during their senior year. Students interested in this option must obtain advisor approval prior to application to this program.

Industry Specific Preparation

Students who wish to develop a specific foundation to pursue their desired career objective may tailor the MBA program to meet specific requirements of certain industries, positions, or business sectors.

Master of Business Administration (MBA)

Such preparation in the MBA program may be accomplished via targeting the nine (9) semester credit hours of elective courses to enhance a student's skill set within a specific field of study. Note that MBA Industry Specific Preparations are unique to each version of the MBA Program including the Traditional MBA Program, the Accelerated MBA Program, and the Executive MBA Program.

Organizational Development

Traditional MBA students interested in careers in Organizational Development are likely to find positions as internal consultants to large organizations, with professional consulting firms, or with business consulting services associated with management development and accounting firms. Students interested in this area should consider enrolling in:

- HRD 5352: Organizational Development
- HRD 5344: Conflict Resolution
- HRD 5347: Performance Consulting

Quality Management

Traditional MBA students with specializations in quality management are attractive across a broad spectrum of industries and in both the service and manufacturing sectors of the economy. Students interested in this area of specialization should select courses from across the university that focus on quality issues, and should consider taking:

- TECH 5310: Six Sigma Quality,
- TECH 5320: Total Quality Management, and
- TECH 5335: Lean Management.

Cybersecurity

The Accelerated MBA concentration in Cybersecurity is designed to prepare students for the realities of today's Cyber Society. Students will learn to recognize retail organizational vulnerabilities and threats and to evaluate risk for conducting business in this environment. Students will also learn how to defend their retail organizations from these threats and to protect critical organizational infrastructure and information. Relevant courses might include:

- COSC 5341: Cybersecurity,
- COSC 5342: Cybersecurity Management, and
- COSC 5364: Cyber Risk Analysis.

Health Care Management

The Accelerated MBA concentration in Health Care Management is designed to provide students with industry relevant knowledge in the fundamental areas of the health care profession. This industry specific concentration develops skills relevant to the health care profession and provides exposure to contemporary issues in health care. Applicants with three or more years of extensive health care work experience can request to have the GMAT requirement waived by the Graduate Advisor. Relevant courses might include:

- MARK 5370, Healthcare Marketing for Contemporary Society,
- MANA 5361, Introduction to the American Healthcare System, and
- MANA 5375, Special Topics in Health Management.

Marketing

The Accelerated MBA concentration in Marketing is designed to provide students with relevant knowledge in Marketing. Relevant courses might include:

- MARK 5350: Consumer Behavior,
- MARK 5345 Digital Insights, and
- MARK 5380 Marketing Research and Analysis.

Executive Health Care Management

The Executive MBA (EMBA) in Health Care Management Program provides industry specific knowledge in the fundamental areas of business with topics related to the healthcare profession. This program is delivered in an executive format and is taught in a face-to-face cohort setting. Applicants are required to have a minimum of 3 years of managerial experience. The Executive MBA program includes the MBA Core and elective courses.

The Healthcare Leadership Concentration is a 9-credit hour coursework sequence within the EMBA to prepare students for a leadership role in the healthcare industry. The concentration includes issues in the strategic management of healthcare financing and delivery services in addition to quantitative techniques in healthcare decision making. The concentration requires the following courses.

- EMBA 5305 Decision Making in Healthcare Operations Management
- EMBA 5345 Strategic Healthcare Leadership Processes
- EMBA 5361 Issues in American Healthcare Systems

Accounting Data Analytics

The Master of Accountancy concentration in Accounting Data Analytics is designed to prepare students for the expanding world of big data. The demand for students who can analyze data sets to draw conclusions and assist in the decision-making process is ever-increasing. Recognizing the need for this knowledge and skill, the American Institute of CPAs has prepared a blueprint of plans to more fully assess data analytics as part of the Uniform CPA Exam. The concentration will require:

- ACCT 5380: Advanced Auditing and Systems,
- COSC 5347: Business Intelligence and Analysis, and

- CSCI 5342: Sports Data Analytics.

Financial Accounting

Traditional and Accelerated MBA students interested in careers in financial accounting are likely to seek positions with financial accounting responsibilities in small or large organizations such as those associated with manufacturing, service, financial institutions, healthcare, or retail firms. Students interested in accounting, recording and reporting activities, management consulting or financial analyses should consider enrolling in the following courses as electives.

These elective courses do not satisfy the criteria for the CPA designation.

- ACCT 5300 Accounting Concepts and Processes
- ACCT 5345 Advanced Financial Analysis
- ACCT 5333 Case Studies in Accounting

Finance

The Finance specialization empowers students with skills specifically applicable to a wide variety of financial decision making. These skills are particularly useful for students who aspire to become financial analysts, chief financial officers, financial managers, financial planners and wealth managers. In addition to the MBA Finance required core course 5320, an industry specific preparation in Finance can be obtained by completing the following to fulfill the MBA elective courses.

- FINA 5321 Principles in Real Estate
- FINA 5330 Investment Portfolio Management
- FINA 5350 Financial Derivatives

The Coordinated Master of Science in Nursing and Master of Business Administration

This coordinated Master of Science in Nursing and Master of Business Administration (MSN-MBA) degree option will prepare the nurse executive to ensure excellence in client care services, and also impact the business environment in which nurses practice. This degree option incorporates content in management, finance, and marketing into a framework for nursing service and health care administration.

Students applying for admission to the MSN-MBA coordinated degree option must meet the College of Nursing and Health Sciences and the Soules College of Business requirements listed elsewhere in this catalog under the College of Nursing, the coordinated Master of Science in Nursing and Master of Business Administration.

Students completing the MSN-MBA coordinated degree option will be awarded their two degrees in the same academic term.

Students completing the MSN-MBA coordinated degree option will be awarded their two degrees in the same academic term.

Department of Accounting Finance and Business Law

Master of Science in Finance

Total Semester Credit Hours = 30

The objective of the Master of Science in Finance degree program is to prepare students for professional finance careers in the corporate, not-for-profit or governmental sectors. It is flexible enough to accommodate applicants with an undergraduate degree in any discipline who demonstrate the potential for success in the graduate study of finance as indicated by prior academic achievement, a satisfactory score on the Graduate Management Admission Test (GMAT), and other relevant factors. Students entering the MS Finance program are expected to have a background equivalent to that of students graduating with a Bachelor of Business Administration (BBA) degree in finance from The University of Texas at Tyler, or to obtain such background through specified prerequisite coursework.

Program Outcomes

Upon Successful completion of the MS Finance Program, students will be able to:

- Evaluate tradeoffs between risks and returns using appropriate quantitative measures
- Value financial and real assets using a variety of appropriate quantitative methods
- Provide sound financial recommendations for corporate financial management and personal wealth management
- Communicate results and recommendations in a fashion suited for audiences with varying levels of sophistication

Admissions

Option #1 | Admission without Committee Review: GMAT Waiver

Meets any one of the following:

- Graduated from an AACSB-accredited business program within three years of expected entrance into the graduate program with a minimum GPA of 3.0 in their major and overall;
- Graduated from an AACSB-accredited business program within three years of expected entrance into the graduate program with a minimum GPA of 3.4 in their major;
- Graduated from an accredited college or university with an earned bachelor's degree and holds a current recognized professional finance credential or license (e.g., Certified Public Accountant, Chartered Financial Analyst);

Option #2 | Admission without Committee Review: GMAT Condition

Graduated from an AACSB-accredited business program and meets one of the following formula conditions:

- $(\text{Overall GPA} \times 200) + \text{GMAT} = 1100$
- $(\text{Major GPA} \times 200) + \text{GMAT} = 1100$

Option #3 | Admission with Committee Review

Applicants who require Committee review are considered for admission using the following factors, with no single factor used as the primary criterion for making admission decisions.

- Undergraduate and graduate GPA (overall, major, and last 60 hours) and program accreditation status of the applicant's degree granting institution;
- Score on the GMAT (including separate scores on the verbal and quantitative portions);
- Applicant's professional work experience and professional certification/licensure; and
- Letters of reference and personal statement provided by the applicant; and
- Interview with the Admissions Committee.

By considering the totality of the applicant's circumstances, including the factors listed above, the Admission Committee will evaluate an applicant's readiness to successfully complete the MS Finance program. Depending on the judgment of the committee, the decision may be to grant admission or provisional admission, or to deny admission. The decision of the committee is final.

4+1 Option

The 4+1 option allows academically qualified students to complete both the BBA, with a major in finance, and the MS in Finance degree in only 141 semester credit hours. This is made possible by counting up to three of the courses required in the MS to also meet the requirements of the BBA. More specifically, a student pursuing the 4+1 option can take the following courses which will count for the MSF program as well as substitute the indicated required courses in the BBA-Finance program.

- FINA 5320 for FINA 4340
- FINA 5330 for FINA 4330
- FINA 5357 for FINA 4357

International students

An applicant whose native language is not English must demonstrate a sufficient level of skill in the English language to ensure success in graduate studies. Applicants are expected to submit a score of at least 6.5 on the IELTS or 105 on the Duolingo, or to achieve a minimum TOEFL iBT total score of 79. Further, when the TOEFL iBT is taken, sectional scores of at least 22 on the writing section, 21 on the speaking section, 20 on the reading section, and 16 on the listening section are preferred.

An applicant holding either a bachelor's or a master's degree from a regionally-accredited U.S. college or university is not required to submit a TOEFL iBT, Duolingo or IELTS score for admission purposes. Any other waivers of the score requirements must be recommended by the applicant's Graduate Advisor and approved by the Admissions Committee.

Graduation Requirements

The MS Finance has a non-thesis option as well as a thesis option. The minimum number of semester hours required for the MS Finance degree, excluding prerequisite coursework, is 30. The student must maintain a 3.0 grade point average (4.0 basis) in all graduate coursework, and in all required finance graduate courses. A graduate student receiving a grade below "C" in a graduate course will be dismissed from the program, as will a student receiving more than two "C's" during their graduate program of study.

Students with an undergraduate degree in finance typically qualify for waiver of the prerequisite requirements and are expected to complete

the program in the minimum of 30 hours. Students with an undergraduate degree in an area outside of finance may be required to complete up to 6 credit hours of prerequisite courses or their equivalents.

Degree Requirements

Prerequisite Courses (6 hours)

MATH 1324	Mathematics for Business and Economics I [TCN: MATH 1324]
GENB 2300	Business Statistics [TCN: BUSI 2305]

Required Courses (24 hours)

FINA 5330	Investment Portfolio Management
FINA 5357	Forecasting for Business & Finance
FINA 5350	Financial Derivatives
FINA 5320	Advanced Financial Management
FINA 5321	Principles of Real Estate
CSCI 5348	Quantitative Investing
ACCT 5391	Data Analytics for Accounting
ACCT 5320	Accounting for Management Control

Electives (6 hours - select any two)

COSC 5347	Business Intelligence and Analysis
MANA 5305	Decision Making in Operations Management
FINA 5391	Graduate Internship in Finance Graduate Elective Approved by Advisor

Thesis Option (6 hours - replaces electives above)

Students choosing the thesis option must submit a standard master's quality thesis involving original research and satisfactorily defend the thesis. Students choosing the thesis option must complete FINA 5395 Thesis I and FINA 5396 Thesis II in addition to the 24 hours of required coursework.

FINA 5395	Master's Thesis in Finance I
FINA 5396	Master's Thesis in Finance II

Master of Science in Professional Accountancy (MSPA)

Total Semester Credit Hours = 30

The Master of Science in Professional Accountancy (MSPA) is a STEM program designed to prepare students for professional accounting careers in the public, corporate, not-for-profit or governmental sectors. International students who complete the MSPA are eligible for an additional two years of Optional Practical Training (OPT). The program is flexible enough to accommodate applicants with an undergraduate degree in any discipline who demonstrate the potential for success in the graduate study of accounting, as indicated by prior academic achievement and other relevant factors, which may include a satisfactory score on the Graduate Management Admission Test (GMAT). Students entering the MSPA program are expected to have an accounting background equivalent to that of students graduating with a Bachelor of Business Administration (BBA) degree in accounting from The University of Texas at Tyler, or to obtain such background through specified prerequisite coursework.

The MSPA and The Uniform CPA Exam

Students with an undergraduate degree in accounting will meet the education requirements of the Texas State Board of Public Accountancy (TSBPA) to sit for the Uniform CPA Exam upon completion of the MSPA Program. Students with an undergraduate degree in business will

meet the education requirements to sit for the CPA Exam upon completion of the MSPA Program and prerequisite courses. Students with an undergraduate degree in an area outside of business may need up to nine additional hours of coursework in related business courses if they wish to meet the education requirements to sit for the CPA Exam in Texas.

Admissions

Traditional MSPA (4+1)

Option #1 | Admission without Committee Review: GMAT Waiver

Meets any one of the following:

- Graduated from an AACSB-accredited business program within three years of expected entrance into the graduate program with a minimum GPA of 3.25 in their major and overall;
- Graduated from an AACSB-accredited business program within three years of expected entrance into the graduate program with a minimum GPA of 3.4 in their major and 3.0 overall;
- Graduated from an accredited college or university with an earned bachelor's degree and holds a current recognized professional accounting credential or license (e.g., Certified Public Accountant, Chartered Financial Analyst, Chartered Accountant or official documentation that all relevant examinations for such certification have been passed);
- Graduated from an accredited college or university with an earned bachelor's degree, with a minimum GPA of 3.0 in their major and overall and completed a JD, LL.M, MD, Ph.D. or PharmD.

Option #2 | Admission without Committee Review: GMAT Condition

Graduated from an AACSB-accredited business program and meets one of the following formula conditions:

- $(\text{Overall GPA} \times 200) + \text{GMAT} = 1100$
- $(\text{Major GPA} \times 200) + \text{GMAT} = 1100$

Option #3 | Admission with Committee Review

Applicants who require Committee review are considered for admission using the following factors, with no single factor used as the primary criterion for making admission decisions.

- Undergraduate and graduate GPA (overall, major, and last 60 hours) and program accreditation status of the applicant's degree granting institution;
- Score on the GMAT (including separate scores on the verbal and quantitative portions);
- Applicant's professional work experience and professional certification/licensure; and
- Letters of reference and personal statement provided by the applicant; and
- Interview with the Admissions Committee.

By considering the totality of the applicant's circumstances, including the factors listed above, the Admission Committee will evaluate an applicant's readiness to successfully complete the Master of Science in Professional Accountancy program. Depending on the judgment of the committee, the decision may be to grant admission, provisional admission or to deny admission. The decision of the committee is final.

Integrated BBA and MSPA (FLEX)

Students are admitted to the integrated approach upon completion of at least 60 semester hours of coursework that includes ACCT 3411 and ACCT 3412.

Degree seeking undergraduate students in the process of completing all upper-division prerequisite courses at UT Tyler are eligible to apply for admission to the FLEX program when they are taking ACCT 3412 - Intermediate Accounting II if they meet the following criteria:

- Have declared a major in accounting.
- Have attained an overall grade point average (GPA) of at least a 3.4.
- Have completed at least 3 upper-division accounting courses and attained a cumulative grade point average (GPA) in all upper-division accounting courses completed of at least a 3.6. Intermediate Accounting I must be one of these courses.
- Earned a grade of 'B' or better in the MSPA prerequisite courses taken at the time of application. These courses must be taken at UT Tyler.

Students who do not meet the GPA requirements may still apply for admission into the FLEX program before they complete their undergraduate degree but must submit a GMAT score. A GMAT score of 500 is recommended for admission.

FLEX students must be fully admitted to the MSPA. Students in the FLEX program will coordinate with the MSPA director to determine when to apply for admission.

International students

An applicant whose native language is not English must demonstrate a sufficient level of skill with the English language to assure success in graduate studies. Applicants are expected to submit a score of at least 6.5 on the IELTS or 101 on the Duolingo, or achieve a minimum TOEFL iBT total score of 79. Further, when the TOEFL iBT is taken, sectional scores of at least 22 on the writing section, 21 on the speaking section, 20 on the reading section, and 16 on the listening section are preferred.

An applicant holding either a bachelor's or a master's degree from a regionally-accredited U.S. college or university is not required to submit a TOEFL iBT, Duolingo or IELTS score for admission purposes. Any other waivers of the score requirements must be recommended by the applicant's Graduate Advisor and approved by the Admissions Committee.

Graduation Requirements

The MSPA is a non-thesis program. The minimum number of semester hours required for the degree, excluding prerequisite coursework, is 30. The student must maintain a 3.0 grade point average (4.0 basis) in all graduate coursework, and in all required accounting graduate courses. A graduate student receiving a grade below "C" in a graduate course will be dismissed from the program, as will a student receiving more than two "C's" during their graduate program of study.

Students with an undergraduate degree in accounting typically qualify for waiver of the prerequisite requirements and complete the program in the minimum 30 hours. Students with an undergraduate degree in an area outside of accounting may be required to complete prerequisite courses or their equivalents.

Prerequisite Courses

ACCT 3411 Intermediate Accounting I

ACCT 3412	Intermediate Accounting II
ACCT 4313	Intermediate Accounting III
ACCT 3315	Cost Accounting
ACCT 3325	Introduction to Federal Income Taxation
ACCT 4380	Auditing
ACCT 4491	Accounting Information Systems

Students who plan to sit for the Uniform CPA Exam in Texas should also take MANA 3370, Business Writing and Oral Presentations.

Required Accounting Courses (18 hours)

ACCT 5310	Entity Tax Compliance and Planning
ACCT 5360	Advanced Problems in Accounting
ACCT 5380	Advanced Auditing and Systems
ACCT 5395	CPA Review Topics
BLAW 5340	Business Ethics and Compliance
	Pick one of the following:
ACCT 5385	Accounting Research and Theory
ACCT 5326	Individual Tax Compliance and Planning

Required STEM Courses (6 hours)

ACCT 5364	Advanced Cost Accounting and Decision Analytics
ACCT 5391	Data Analytics for Accounting

STEM Electives (6 hours - select any two)

COSC 5342	Cybersecurity Management
COSC 5347	Business Intelligence and Analysis
COSC 5364	Cyber Risk Analysis
COSC 5388	Digital Forensics
CSCI 5346	Database Analytics

Department of Human Resource Development

Human Resource Development M.S.

Human Resource Development (HRD) is a process of increasing the capacity of human resources in organizations through learning and development for the purpose of organizational performance. Careers in this field are available in - business, higher education, non-profit organizations, healthcare, K-12 schools, government, the military, and consultancies. The HRD MS program provides students with the opportunity to integrate study and related professional experiences to assess, apply, and synthesize HRD knowledge - to address performance needs of for-profit and not-for-profit organizations. Students also learn how to analyze, design, develop, deliver, and evaluate effective training and development programs. The HRD MS program is delivered completely online.

Admission Requirements:

The requirements to be a graduate student in human resource development are the following:

- Admission to the degree program is determined primarily based on predictors of success in graduate study:
 - a baccalaureate degree from an accredited institution,
 - grade point average computed on the last 60 undergraduate hours and
 - a satisfactory score on the Graduate Management Admissions Test (GMAT). In rare instances the Graduate Record Examination (GRE) may be accepted in lieu of the GMAT.

- Quantitative measures are integrated into an index that multiplies the applicant's 60-hour GPA times 200 and adds the total GMAT score (60-hour GPA X 200) + GMAT = >1000. An index score of greater than 1000 is typical of a successful candidate. If the student's 60-hour GPA is above 3.25 the GMAT may be waived.
- Additionally, applicants with three or more years of extensive managerial work experience (earned in the U.S. or with a U.S. government entity) may request to have the GMAT requirement waived by the Graduate Coordinator. This decision is made on a case-by-case basis; "extensive managerial experience" will typically mean a full-time supervisory or managerial position held for a significant period after completing the bachelor's degree as demonstrated with a resume.
- Consideration may also be given to other factors.
- No more than nine semester credit hours of graduate credit earned prior to acceptance into the program, including transfer credit, may be applied to the degree. Students seeking admission to the program who have not yet satisfied admission criteria may be admitted as conditional or provisional students and allowed to complete one semester with up to nine hours of coursework.
- After reviewing all credentials (official transcripts, GMAT score, other relevant information), the Graduate Programs Advisor and the Soules College of Business Graduate Admissions Committee will determine if the student may be accepted into the program. A degree plan will be prepared by the Graduate Program Advisor with the student. Students will be notified of official acceptance into the program. Full admission must occur prior to enrollment beyond nine semester credit hours including any transfer credit.

Although a student may not have completed all baccalaureate work at the time of application, a one semester provisional admission decision will be made on the strength of the student's permanent record before the student can be enrolled as a graduate student in business.

The student must maintain a 3.0 grade point average (4.0 basis) on all graduate work at UT Tyler. No course with a grade below "C" may be applied toward this degree.

Degree Requirements

The online Master of Science in HRD is a 30-hour program which includes the following requirements:

HRD MS Program Major Courses (21 credit hours)

HRD 5306	Quantitative Methods for HRD Professionals
HRD 5307	Evaluation in Human Resource Development
HRD 5308	Needs Assessment in HRD
HRD 5316	Career Development in Organizations
HRD 5317	Training Design
HRD 5343	Foundations of Human Resource Development
HRD 5352	Organization Development

Electives (9 hrs.)

Choose 9 hours from six electives below:

HRD 5350	Leadership and Ethics in Human Resource Development
HRD 5347	Performance Consulting
HRD 5309	HR Technology
HRD 5345	Employee Engagement
HRD 5354	Smart Technologies for HRD Data and Insights
MANA 5350	Strategic Human Resources Management

HRD Certificate Programs (4)

Leadership Development Certificate (9 hrs.)

HRD 5345	Employee Engagement
HRD 5350	Leadership and Ethics in Human Resource Development
HRD 5352	Organization Development

Organization Development (OD) Certificate (9hrs.)

HRD 5347	Performance Consulting
HRD 5352	Organization Development
MANA 5350	Strategic Human Resources Management

People Analytics Certificate (9hrs.)

HRD 5306	Quantitative Methods for HRD Professionals
HRD 5307	Evaluation in Human Resource Development
HRD 5354	Smart Technologies for HRD Data and Insights

Talent Development & Workplace Learning (TD&WL) (9 hrs.)

HRD 5308	Needs Assessment in HRD
HRD 5309	HR Technology
HRD 5317	Training Design

4+1 HRD BS/MS Option

Eligible HRD undergraduate students may take 9 semester credit hours of approved graduate-level coursework when they are within 30 hours of completing their undergraduate degree. 4+1 HRD students will be expected to have at least a 3.00 Cumulative GPA, and approvals from the HRD department chair, Soules College of Business dean, and the Graduate School dean. Eligible students will take HRD 5317, HRD 5343, and HRD 5316 in lieu of HRD 3312, HRD 3301, HRD 3342, respectively. 4+1 HRD students will pay the undergraduate tuition rate for the 9 semester credit hours of graduate coursework previously listed and the reduced time to complete a graduate degree will provide additional cost savings.

Human Resource Development Ph.D.

The Soules College of Business offers a unique doctoral degree that focuses on human resource development (HRD) with specializations in (a) organization development and change (ODC), (b) advanced research methods and (c) higher education leadership. All students are required to complete the ODC specialization and may choose between the advanced research or higher education leadership specialization.

For students taking the *advanced research specialization*, the program is offered in a hybrid format that is designed to prepare human resource development scholars with a unique understanding of HRD within the context of business and management.

For students taking the higher education leadership specialization, the program is offered in a 100% online format that is designed to prepare higher education leaders with a deep understanding of HRD within the context of higher education.

Doctoral Program Outcomes

The graduates of this program will be able to contribute to research and application in the areas of improving individual, group/team, and organizational performance, developing leadership talent within organizations, and leading and facilitating change in organizations with culturally diverse workforces.

The doctoral program outcomes for candidates who successfully complete the program:

1. Integrate knowledge from HRD and related disciplines to support the development of researchers, scholars, scholar-practitioners, and organizational leaders in diverse settings;
2. Conduct original research in HRD to contribute to research, theory and practice;
3. Create, synthesize and disseminate original research about the discipline in a variety of publication and conference venues;
4. Enhance HRD leadership capability in a variety of workplace settings including business and industry, education, and healthcare; and,
5. Collaborate with national and international leaders to promote the discipline.

Admission Requirements

The following criteria must be met for entry into the program:

1. Master's degree in HRD, business administration, management or related field from a college or university approved by a recognized regional accrediting body. HRD Ph.D. students may be admitted fully pending proof of master's degree, but enrollment in HRD doctoral coursework will not be allowed until proof of master's degree is received.
2. 3.0 GPA (on 4.0 scale) on all previous academic coursework.
3. Submission of GMAT or GRE scores. In lieu of GRE or GMAT scores, the program will accept a peer-reviewed conference paper or journal article on an empirical study employing quantitative methods or evidence that the prospect has received a B or A in a quantitative methods course in the last five years or completed a relevant certification.
4. Submission of a career statement that articulates the purpose for pursuing the Ph.D. in HRD, describes potential research interests, and articulates how the attainment of the degree will influence future career goals.
5. Submission of a complete resume or curriculum vita.
6. Submission of three original letters of recommendation that address the applicant's potential as a Ph.D. scholar in HRD.
7. Submission of a writing sample or a writing sample under timed conditions may also be scheduled.
8. Participation in an interview with program faculty on the admissions committee.

Degree Requirements

The Ph.D. in HRD is a 60-hour program beyond the master's degree, culminating in a dissertation. For all University requirements for the Ph.D. degree, please refer to the Doctoral Policies section of the Graduate Policies and Programs chapter.

Required HRD Core (21hrs.)

HRD 6350	Disciplined Inquiry in Human Resource Development
HRD 6351	Univariate Statistics
HRD 6312	Contemporary Issues in the Human Resource Development Literature
HRD 6377	Leadership Theory and Practice
HRD 6360	Proposal Development
HRD 6343	Foundations of Qualitative Research
HRD 6388	Talent Management and Development

Advanced Research Methods Specialization (18 hrs.)

HRD 6310	Advanced Theoretical Foundations of Human Resource Development
HRD 6352	Structural Equation Modeling

HRD 6353	Advanced Qualitative Research in Human Resource Development
HRD 6355	Multivariate Statistics
HRD 6359	Research Seminar in Human Resource Development
HRD 6391	Advanced Topics in Human Resource Development

Higher Education Leadership Specialization (18 hrs.)

ACCT 6321	Budgeting and Finance for Higher Education Leadership
MARK 6322	Higher Education Enrollment and Marketing
BLAW 6323	Higher Education Policy, Law, & Contemporary Issues
HRD 6324	Leading Higher Education Faculty and Student Affairs
MANA 6325	Institutional Effectiveness for Higher Education
HRD 6326	Fundraising and Community Relations for Higher Education Leadership

ODC Specialization (9 hrs.)

HRD 6314	Organizational Intervention Approaches
HRD 6334	Organizational Consulting
HRD 6366	Seminar on Organizational Change and Development

Dissertation (12 hrs.)

HRD 6195-6995	Dissertation
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Special Degree Requirements

For details on university doctoral requirements, see the general graduate section of this catalog and the UT Tyler Graduate Handbook.

- As applicable, on-campus attendance at all class sessions is mandatory.
- Continued registration is contingent upon the student maintaining a 3.0 (on 4.0 scale) or higher GPA. To remain in good standing in the HRD Ph.D. program, a student may earn no more than one C grade regardless of their overall GPA. A second C grade or any one grade below a C will subject the student to dismissal from the Ph.D. program in HRD at the discretion of the program director and the Dean of the Soules College of Business.
- Violation of the University Honor Code including cheating and plagiarism will subject the student to dismissal from the program.
- The Proficiency Examination may be taken after the student has completed all coursework. Students may not advance to candidacy or register for dissertation hours until all coursework is completed and all portions of the Proficiency Examination have been passed successfully.
- A dissertation of original research contributing to the body of knowledge in HRD will be required. Students must complete a minimum of 12 hours of dissertation credits.
- Students must meet all doctoral degree requirements of the University.
- Students have a maximum of 9 years to complete the doctoral program. Students will have 5 years to complete the program after being admitted into candidacy. Students unable to complete the program within the designated time limits must file for an extension.
- HRD Ph.D. candidates are required to register and receive credit for a minimum of three credits of dissertation during fall and spring semesters until the dissertation is accepted by The Graduate School. Failure to receive credit for the minimum number of dissertation hours will subject the student to dismissal from the Ph.D. program

in HRD at the discretion of the program director and the Dean of the Soules College of Business.

Transfer work: Students may not transfer coursework into this program.

Department of Management and Marketing**Marketing Insights M.S.**

The Master of Science in Marketing Insights offers students an opportunity to develop competency and skills valuable in today's challenging marketing environment. The 30 credit-hour program will be offered completely online in a 7-week format to allow maximum flexibility for students. The program is designed with three entry points (fall, spring, and summer). The degree includes MARK 5320 Advanced Marketing Fundamentals and 9 courses in high demand areas of the marketing discipline: Research Analytics, Digital Insights, and Retailing and Services. The program has been designed without prerequisites for graduates across all baccalaureate programs.

Program Outcomes

MS Marketing Insights students at the time of graduation are expected to:

- Possess an enhanced breadth of knowledge in Marketing Insights.
- Demonstrate the skills and knowledge for lifelong learning in dynamic environments of Marketing
- Articulate and demonstrate depth and breadth of knowledge of both the theoretical foundations of marketing and how to apply those concepts to marketing initiatives.
- Develop advanced oral and written communication skills.
- Possess and demonstrate creativity through the development of marketing materials.
- Understand and respect the professional standards of ethics expected of a marketing expert.
- Explain a knowledge of marketing management.

Admission Requirements

- A satisfactory grade point average (GPA) on all prior advanced-level (junior, senior, and graduate) work taken.
- A demonstrated proficiency in the use of the English language.

Prerequisites

There are no prerequisites for the MS in Marketing Insights.

Transfer of Credit

A student may transfer a maximum of 6 semester hours of graduate credit in which a grade of "B" or better has been earned from approved institutions. Transfer credit must be an almost exact match to an existing course in the program. Transfer credit is subject to the approval of the student's advisor and program coordinator.

Degree Requirements

Candidates for the Master of Science in Marketing Insights must satisfactorily complete 30 Semester Credit Hours (SCH) of listed graduate courses in the program.

Required Courses (30 SCH)

The 30 semester-hour core requirement for the Master of Science in Marketing Insights is as follows:

MARK 5320	Advanced Marketing Fundamentals
MARK 5380	Marketing Research and Analysis
MARK 5340	Data-driven Marketing Insights
COSC 5347	Business Intelligence and Analysis
MARK 5350	Consumer Behavior
MARK 5330	Marketing Communications
MARK 5345	Digital Insights
MARK 5365	Retail Management
MARK 5360	Advanced Service Marketing
MARK 5370	Health Care Marketing in Contemporary Society

All candidates for the MS in Marketing Insights must also meet the following requirements:

A minimum grade point average of 3.0 on all graduate work taken at UT Tyler and on all graduate level courses applied to the degree. No course with a grade below “C” may be applied towards this degree.

School of Technology

The School of Technology is comprised of the Department of Computer Science and the Department of Technology. The School of Technology is authorized to award the following degrees:

Master of Science in Computer Science

Master of Science in Cybersecurity and Data Analytics

Master of Science in Industrial Management

Department of Computer Science

Computer Science M.S.

The Master of Science in Computer Science offers individuals an opportunity to become more competent and productive in a variety of computing environments as computer science professionals and to prepare for further graduate study. The program is oriented toward the design, implementation and application of computer software. The program includes study in various areas of computing such as networks, operating systems, database systems, data sciences and cybersecurity.

The program is designed for graduates of computer science programs as well as baccalaureate graduates in other related disciplines. Preparation in computer science will determine the point at which the student will enter this program.

Program Outcomes

Computer science students at the time of graduation are expected to:

1. possess an enhanced breadth of knowledge in computer science, combined with a depth of knowledge in critical core areas of computing;
2. possess the skills and knowledge for lifelong learning in computer science;

3. possess and demonstrate depth and breadth of knowledge of the theoretical foundations of computing and have strong practical application experience;
4. analyze and compare relative merits of alternative software design, algorithmic approaches, and computer system organization, with respect to a variety of criteria relevant to the task (e. g. efficiency, scalability, security);
5. implement algorithms in multiple programming languages, on multiple hardware platforms, and in multiple operating system environments.

Admission Requirements

1. A satisfactory score on the General Test (verbal, analytical, and quantitative) of the Graduate Record Examination (GRE)
2. A satisfactory grade point average on all prior advanced-level (junior, senior, and graduate) work taken
3. A demonstrated proficiency in the use of the English language.
4. An undergraduate major in computer science or course work in computer science including the content of COSC 1337, COSC 2315 and COSC 2336 or equivalent(s).
5. No more than nine semester credit hours of graduate credit earned prior to acceptance into the program, including transfer credit, may be applied to the MS degree.
6. Approval by the departmental chair.

Prerequisites

In order to take graduate computer science courses applicable to the MSCS program, a student must have satisfactorily completed six hours of calculus, COSC 1337, COSC 2315 and COSC 2336 or equivalent(s).

Transfer of Credit

A student may transfer a maximum of 9 semester hours of graduate credit in which a grade of “B” or better has been earned from approved institutions. Transfer credit is subject to the approval of the student’s advisor and departmental chair.

Degree Requirements

Candidates for the Master of Science in Computer Science must satisfactorily complete one of the following options:

Option 1—Thesis (30 SCH): This option requires 30 hours of approved graduate level course work in computer science (COSC/CSCI) including 9 semester hours of core courses and 6 hours of thesis COSC 5395/COSC 5396.

Option 2 - Professional (30 SCH): This option requires 30 hours of approved graduate-level course work in computer science (COSC/CSCI) including 9 semester hours of core courses.

Core Requirements (15 hours)

The 9-semester-hour core requirement for the Master of Science in Computer Science is as follows:

COSC 5330	Operating Systems
COSC 5350	Data Communication and Networks
COSC 5360	Database Design

Electives (15 hours for Thesis Option) or (21 hours for Professional Option)

COSC 5326	UNIX Programming Environment
COSC 5340	Programming Languages
COSC 5345	Computer Graphics
COSC 5356	Computer Vision
COSC 5364	Cyber Risk Analysis

COSC 5366	Compiler Techniques
COSC 5367	Cryptography
COSC 5371	Data Mining
COSC 5375	Advanced Database Design
COSC 5384	Mobile Applications
COSC 5388	Digital Forensics
COSC 5390	Topics in Computer Science
CSCI 5320	Computational Theory
CSCI 5332	Modern Programming
CSCI 5342	Sports Data Analytics
CSCI 5345	Text Analytics
CSCI 5350	Machine Learning
CSCI 5351	Applied Deep Learning
CSCI 5362	Ethical Hacking
CSCI 5363	Reverse Engineering and Malware Analysis

All candidates for the computer science degree must also meet the following requirements:

1. A minimum grade point average of 3.0 on all graduate level work taken at UT Tyler and on all graduate level courses applied to the degree. No course with a grade below "C" may be applied toward this degree.
2. Students must complete each core course (COSC 5330, COSC 5350, and COSC 5360) with a grade of "B" or better.
3. Students must have completed all of the core courses (COSC 5330, COSC 5350, and COSC 5360) with a grade of "B" or better in order to register for COSC 5395/COSC 5396.
4. All COSC 5395/COSC 5396 students will have a committee composed of their advisor plus two additional graduate faculty members; at least one of which must be from the Department of Computer Science.

Cybersecurity and Data Analytics M.S.

The Master of Science in Cybersecurity and Data Analytics offers students an opportunity to develop competency and skills valuable in today's challenging job environment. The program will be offered completely online. Both Cybersecurity and Data Analytics are among the Top 5 jobs in the United States in terms of growth. Every student will be required to develop skills in both areas. In addition, the program has built in three guaranteed and four possible certificates depending on elective course selection. These certificates will be documented with both a certificate and a milestone on the student's transcript.

Another key point is the program has been designed without prerequisites. The leveling needed for success in the program has been created with the built-in Foundational Course sequence. The program is designed for graduates across all disciplines of computer science programs as well as baccalaureate graduates in other related disciplines. Preparation in computer science will determine the point at which the student will enter this program.

Program Outcomes

MS Cybersecurity and Data Analytics students at the time of graduation are expected to:

1. Possess an enhanced breadth of knowledge in both Cybersecurity and Data Analytics, combined with a depth of knowledge analytical problem-solving skills.
2. Possess the skills and knowledge for lifelong learning in dynamic environments of Cybersecurity and Data Analytics

3. Possess and demonstrate depth and breadth of knowledge of the theoretical foundations of data analysis computing.
4. Possess and demonstrate oral and written communication skills.
5. Understand and respect the professional standards of ethics expected of a Cybersecurity Expert or Data Analyst.
6. Possess a knowledge of Cybersecurity and Cybersecurity Management.

Admission Requirements

1. A satisfactory score on the General Test (verbal, analytical, and quantitative) of the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).
2. A satisfactory grade point average (GPA) on all prior advanced-level (junior, senior, and graduate) work taken.
3. A demonstrated proficiency in the use of the English language.

Prerequisites

There are no prerequisites for the MS Cybersecurity and Data Analytics Program.

Transfer of Credit

A student may transfer a maximum of 6 semester hours of graduate credit in which a grade of "B" or better has been earned from approved institutions. Transfer credit must be an almost exact match to an existing course in the program. Transfer credit is subject to the approval of the student's advisor and program coordinator.

Degree Requirements

Candidates for the Master of Science in Cybersecurity and Data Analytics must satisfactorily 36 Semester Credit Hours (SCH) of listed graduate courses within the program.

Required Courses (9 Courses - 27 SCH)

The 27 semester-hour core requirement for the Master of Science in Cybersecurity and Data Analytics is as follows:

CSCI 5346	Database Analytics
CSCI 5374	Quantitative Methods and Analysis
CSCI 5334	Data Analytics with Python
COSC 5341	Cybersecurity
COSC 5342	Cybersecurity Management
COSC 5363	Contingency Planning
COSC 5347	Business Intelligence and Analysis
CSCI 5348	Quantitative Investing
CSDA 5350	Fundamentals of Machine Learning

Elective Courses (3 Courses - 9 SCH)

COSC 5364	Cyber Risk Analysis
COSC 5367	Cryptography
COSC 5388	Digital Forensics
CSCI 5362	Ethical Hacking
CSCI 5363	Reverse Engineering and Malware Analysis
CSDA 5371	Fundamentals of Data Mining
CSCI 5342	Sports Data Analytics
CSCI 5345	Text Analytics
MANA 5365	Healthcare Analytics
MARK 5340	Data-driven Marketing Insights

All candidates for the computer science degree must also meet the following requirements:

A minimum grade point average of 3.0 on all graduate level work taken at UT Tyler and on all graduate level courses applied to the degree. No course with a grade below "C" may be applied toward this degree.

Department of Technology

Industrial Management M.S.

The Master of Science in Industrial Management is designed to prepare the individual for employment which involves management, administration, and other types of leadership positions in industry, business, government, or education.

Program Outcomes

Industrial Management students at the time of graduation are expected to be able to:

1. demonstrate a thorough understanding of Lean Philosophies to eliminate waste in processes;
2. implement Six Sigma Quality methods for continuous improvement efforts;
3. conduct research related to the field of industrial management;
4. demonstrate a thorough understanding of current project management theory and practices, and;
5. describe and express an in depth knowledge of supply chain and logistics principles.

Admission Requirements

The requirements to be a graduate student in industrial management are the following:

1. Admission to the degree program is determined primarily on the basis of predictors of success in graduate study:
 - a. a baccalaureate degree from an accredited institution,
 - b. grade point average computed on the last 60 undergraduate hours and
 - c. a satisfactory score on the Graduate Management Admissions Test (GMAT). In rare instances the Graduate Record Examination (GRE) may be accepted in lieu of the GMAT.
2. Quantitative measures are integrated into an index that multiplies the applicant's 60-hour GPA times 200 and adds the total GMAT score ($60\text{-hour GPA} \times 200$) + GMAT = >1000. An index score of greater than 1000 is typical of a successful candidate. If the student's 60-hour GPA is above 3.25 the GMAT may be waived.
3. Additionally, applicants with three or more years of extensive managerial work experience (earned in the U.S. or with a U.S. government entity) may request to have the GMAT requirement waived by the Graduate Coordinator. This decision is made on a case-by-case basis; "extensive managerial experience" will typically mean a full-time supervisory or managerial position held for a significant period of time after completing the bachelor's degree as demonstrated with a resume.
4. Consideration may also be given to other factors.
5. International applicants must meet the minimum requirements as stated in the International Graduate Student Admissions section of this catalog.
6. After reviewing all credentials (official transcripts, GMAT score, other relevant information), the Graduate Programs Advisor and the Soules College of Business Graduate Admissions Committee will determine if the student may be accepted into the program. A degree plan will be prepared by the Graduate Program Advisor with the student. Students will be notified of official acceptance into the program. Full admission must occur prior to enrollment beyond nine semester credit hours including any transfer credit.

Although a student may not have completed all baccalaureate work at the time of application, a provisional admission decision will be made

on the strength of the student's permanent record before the student can be enrolled as a graduate student in business.

The student must maintain a 3.0 grade point average (4.0 basis) on all graduate work at UT Tyler. No course with a grade below "C" may be applied toward this degree.

Degree Requirements

The Master of Science in Industrial Management degree is a 36-hour non-thesis program that includes the following requirements:

Research Core (6 hrs.)

Select two (2) courses from the following:

TECH 5302	Applied Research Methods
TECH 5303	Research Techniques in HRD/Technology
TECH 5329	Research Trends in Industry
TECH 5371	Research Internship in Technology

Management Core (12 hrs.):

MANA 5350	Strategic Human Resources Management or Warehousing
TECH 5348	Warehousing
TECH 5308	Strategic Sourcing
TECH 5331	Project Management
TECH 5306	Logistics Management

Continuous Improvement Core (12 hrs.)

TECH 5310	Six Sigma Quality
TECH 5335	Lean Management
TECH 5366	Value Stream Management
TECH 5390	Advanced Lean Six Sigma Black Belt Techniques

Electives (6 hrs.):

TECH 5312	Total Productive Maintenance
TECH 5317	Computer Integrated Manufacturing
TECH 5320	Total Quality Management
TECH 5333	Agile Proj. Mgmt. & Scrum
TECH 5334	Advanced Project Management
TECH 5336	Lean Healthcare
TECH 5346	Environmental Management
TECH 5380	Management of Nanomaterials or Any graduate-level course

4+1 Industrial Technology BS/Industrial Management MS Option

Eligible Industrial Technology undergraduate students may take 9 semester credit hours of approved graduate-level coursework during their senior year. 4+1 Industrial Technology students will be expected to have at least a 3.00 Cumulative GPA, a faculty recommendation, and approvals from the Technology department chair, Soules College of Business dean, and the Graduate School dean. Eligible students will take TECH 5317, TECH 5306, and TECH 5331 in their senior year in lieu of taking TECH 4317, TECH 3355, TECH 3331, respectively and will be provisionally admitted to the Industrial Management MS program. 4+1 Industrial Technology students who obtain an average "B" grade in the TECH graduate-level courses taken their senior year will receive full admission to the Industrial Management MS program after they complete all graduation requirements for the Industrial Technology BS. 4+1 Industrial Technology students will pay the undergraduate tuition rate for the 9 semester credit hours of graduate coursework previously listed and the reduced time to complete a graduate degree will provide

additional cost savings. Undergraduates who complete the Supply Chain Management Certificate may not repeat the corresponding graduate courses to earn the Graduate Level Supply Change Management Certificate.

GRADUATE COLLEGE OF EDUCATION AND PSYCHOLOGY

Dr. Pradeep Dass, Dean

Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

Goals

- Provide candidates who have earned bachelors' degrees preparation for initial teaching certificates.
- Provide candidates with academic programs and study leading to advanced professional certifications in a range of educational fields.
- Provide candidates with academic programs and study leading to licensure and certifications in psychology and counseling and related fields.
- Prepare candidates with strong academic and professional graduate level foundations for further study at the doctoral level.
- Prepare graduates who have the ability to play significant roles in their chosen professional field.

The College of Education and Psychology is composed of the School of Education, Department of Psychology and Counseling, and the University Academy Lab Schools. In addition, the College houses the Ingenuity Center, the K-16 Literacy Center, the Memory Assessment and Research Center (MARC), the East Texas Center for School Based Research and Instruction, and the Center for Caribbean and Central American Initiatives (CCCAI).

The University Academy Lab Schools are located in Tyler, Longview, and Palestine. The University Academy campuses are open-enrollment K-12 schools funded by the state, and they have a diverse student population. Founded in 2014, the University Academy is consistently one of the top performers in East Texas and they provide opportunities to pursue research and service in an innovative educational setting that uses project-based learning as their foundational instructional method.

The Ingenuity Center is a component of the Texas Science, Technology, Engineering and Mathematics Initiative designed to build on national, state, and local efforts to improve science, technology, engineering, and mathematics achievement among Texas students. The Ingenuity Center focuses on increasing the number of students who study and enter science, technology, engineering, and math career pipeline by providing programs to teachers and students.

The K-16 Literacy Center engages in research, teaching, and service activities aimed at improving literacy achievement outcomes within the university, area schools, and community organizations.

The Memory Assessment and Research Center (MARC) serves as a community resource and training and research facility for psychology and counseling students studying memory loss due to aging, dementia, and other neuropsychological illnesses.

The East Texas Center for School Based Research & Instruction is an organized research and instruction unit within the College aimed at supporting center partners (area schools, institutions of higher education, and community organizations) in designing, implementing, and evaluating customized professional learning opportunities and initiatives for teachers and administrators.

The Center for Caribbean and Central American Initiatives (CCCAI) supports collaborative efforts to create mutually beneficial service and research experiences for The University of Texas at Tyler, and Caribbean and Central American partners.

Graduate Programs

The College of Education and Psychology offers graduate course work leading to completion of Doctor of Education, Doctor of Philosophy, Master of Arts, Master of Science, Master of Education degrees, and certification programs. Program options available within each degree are as follows:

Doctor of Education

School Improvement

Doctor of Philosophy

Clinical Psychology

Master of Arts

Clinical Mental Health Counseling
School Counseling

Master of Science

Clinical Psychology

Master of Education

Curriculum and Instruction (with Post-Baccalaureate Initial Teacher Certification option)
Educational Leadership
Reading
Special Education

Post-Masters' Certification Preparation Programs

Reading Specialist, School Counseling, and Superintendent Certification

General Degree Requirements

Prospective graduate degree students in the College of Education and Psychology must meet specific admission requirements of the selected program. Students with inadequate undergraduate preparation in a chosen program may be required to complete deficiencies. The following are the general procedures for fulfilling degree requirements for Doctor of Education, Doctor of Philosophy, Master of Arts, Master of Science, and Master of Education degrees. Specific academic requirements are described in each of the program sections.

1. Apply for admission to the program of choice at <http://www.uttyler.edu/graduate>. Requirements for program admission will be those in effect at the time the application is submitted.
2. Gain admission to the selected degree program.
3. File a degree plan during the first semester after admission to the degree program. Complete required semester credit hours of approved graduate work.
4. Maintain a grade point average of at least 3.0 (on a 4.0 scale) in all courses applied toward the degree, and a grade point average of at least 3.0 in the academic major. No course with a grade below "C" may be applied toward fulfilling degree requirements.
5. Complete thesis or dissertation requirements (if applicable) by following guidelines available in The Graduate School.
6. File for graduation prior to the published deadline by completing the procedures in "Filing for Graduation" in the Graduate Policies and Programs section of this catalog.

School of Education

Dr. Staci Zolkoski, Director

The School of Education offers the Master of Education in Curriculum and Instruction, the Master of Education in Reading, the Master of Education in Special Education, the Master of Education in Educational Leadership, and the Doctor of Education in School Improvement. In addition, the School of Education also offers coursework required for Superintendent certification. These programs are designed to offer teachers or those affiliated with education an opportunity to become proficient in implementing the latest strategies for effective teaching and learning. Opportunities and instruction are provided at all levels as student needs dictate. The programs described here involve analysis of current research and practice.

NOTE: For candidates interested in earning degrees leading toward certification:

As required by Texas HB 1508, applicants need to be aware of the following:

1. In order to receive certification in the desired area, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for the certification being sought, you could be ineligible to earn this certification from the state of Texas.
3. You have the right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation. For more information, see the Preliminary Criminal History Evaluation webpage from the Texas Education Agency at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

Curriculum and Instruction M.Ed.

Total Semester Credit Hours = 30

The Curriculum and Instruction M.Ed. allows educators to advance their understanding of teaching and learning. Students who complete this degree often move to curriculum and instruction positions in their school district or remain in the classroom to serve as highly effective teachers and lead teachers. The Curriculum and Instruction M.Ed. provides an option for candidates seeking initial teacher certification

who have a minimum of an earned baccalaureate degree. Being admitted into the post-baccalaureate initial teacher preparation program and successfully completing Texas Education Agency and SBEC requirements for initial teacher certification requires additional activities and fees.

Admission Requirements

To be admitted to the Master of Education Degree in Curriculum and Instruction, the individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Complete the online Graduate Admissions Application.
3. Submit official transcripts from all institutions attended.
4. Have an appropriate GPA as set by Texas Administrative Code by the Texas Education Agency.
5. Students who have a GPA below 3.25 may be admissible with a combination of the Graduate Record Examination (GRE) and GPA. Send official scores on GRE (obtained within the last five years) directly to the Office of Graduate Admissions. See website for additional information.
6. A student seeking a specialization in STEM Education, Instructional Coaching, Educational Technology or in a single content area must be a certified teacher with at least two years of teaching experience.
7. Only for applicants also seeking to obtain initial teacher certification, additional admission requirements are required to enter the educator preparation program. These requirements are:
 - a. Provide evidence of satisfactory scores on one of the acceptable basic skills tests such as the Texas Success Initiative, GRE, Accuplacer, and others. See the School of Education website for specific information regarding appropriate tests and scores and waiver for students who hold a bachelor's degree.
 - b. Have a minimum number of hours in the content area where applicant is seeking certification.
 - c. Pass the content area in the Pre-Admission Content Test (PACT) or indicate mastery of 85% on a content TExES practice exam if applicant has achieved 12-15 hours in the content area.
 - d. Complete the admission screening survey.
8. Upon admission, post-baccalaureate initial teacher certification students must:
 - a. Sign and submit an acknowledgement of admission and departmental agreements.
 - b. Complete background check documents.
 - c. Pay the Graduate Program fee of \$250 which will be added to the first tuition bill. This program fee is used for supervision during field work and is a one-time fee that will not be added to the tuition beyond the first semester.

NOTE: In accordance with Texas Administrative Code, all applicants must be fully admitted prior to taking any coursework in the area in which they are seeking certification. Therefore, no provisional admission is allowed.

Degree Requirements

Core Courses (18 credits-required)

EDUC 5301	Statistics and Research Methods for the Learning Sciences
EDUC 5302	Developing an Educational Research Proposal
EDUC 5303	Applied Learning Theories
EDUC 5351	Assessment in Educational Settings
EDUC 5352	Curriculum Foundations

EDUC 5356 Diversity in Educational Settings

NOTES:

*Individuals seeking initial teacher certification will take courses specifically designed for the post-baccalaureate initial teacher certification program in place of EDUC 5301, EDUC 5302 and EDUC 5352.

**Students whose specialization is a single content area may substitute EDUC 5301 and EDUC 5302 for two content area courses.

Specialization Area (12 hrs.)

12 hrs. of specialization course work in STEM Education, Instructional Coaching, Educational Technology, post-baccalaureate initial teacher certification, or in a single content area. Students admitted to the Curriculum and Instruction M.Ed. who complete 12 hours of specialization coursework in Instructional Coaching will be eligible to receive a certificate in Instructional Coaching along with their degree, with advisor approval. The Instructional Coaching certificate will be documented with both a certificate and a milestone on the student's transcript. Students should contact the graduate advisor for courses that meet the requirements of the specialization.

Single content area students may substitute two of the core courses for two content area courses to complete 18 hours in the content area and be eligible to teach dual credit courses.

Additional Requirements for Post-Baccalaureate Initial Teacher Certification

1. Students must complete 30 hours of observation.
2. Students must have a full time, full-year internship OR 16 weeks of full-day clinical teaching.
3. Students must pay additional fees to cover the cost of their supervision in the internship or clinical teaching experience.
4. Students must pass the appropriate PPR TExES (certification exam).

Reading M.Ed.

Total Semester Credit Hours = 36

The School of Education offers the Master of Education degree in Reading which includes preparation for candidates to earn the TEA Reading Specialist Certification. The School also offers the Literacy Coaching Certificate or Dyslexia Diagnosis and Intervention Certificate. The program addresses establishing, maintaining, and evaluating reading programs on a building level or system-wide basis.

Certification Preparation

The Reading Specialist (EC-12) Certification is available at the graduate level. This certification preparation program requires two years of classroom teaching experience, a master's degree, the completion of all degree courses (see below for course sequence), and the required TExES examination.

The Literacy Coaching certificate-only is available at the graduate level. This certificate preparation program requires two years of classroom teaching experience, a master's degree, and completion of the course sequence which includes taking READ 5309: Foundations of Literacy Coaching, READ 5310: Literacy Coaching Practicum, and READ 5311:

Literacy Coaching as Collaborative Professional Development. Total Semester Credit Hours = 9

The Dyslexia Diagnosis and Intervention certificate-only is available at the graduate level. This certificate preparation program requires two years of classroom teaching experience, a master's degree, and completion of the course sequence which includes taking READ 5306: Literacy Assessment Practicum, READ 5307: Literacy Instruction Practicum, READ 5312: Diagnostic Reading Assessment Practicum, and READ 5313: Dyslexia Reading Instruction & Intervention Practicum. Total Semester Credit Hours = 12

Applicants for the standard Reading Specialist Certificate and/or Literacy Coaching Certificate and/or Dyslexia Diagnosis and Intervention Certificate must meet the same requirements as those for the graduate degree programs in reading.

Admission Requirements

Option 1 - Texas Residents Only

To be admitted to the graduate program in reading education, the individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Hold a Texas teacher certification (any field).
3. Submit Texas teaching service record and any other documents required by Texas governing units.
4. Submit official transcripts from all institutions attended.
5. Applicant must either have a minimum 3.0 cumulative undergraduate GPA, or a minimum undergraduate GPA (last 60 hours) of 3.25, or submit GRE scores that equal or exceed 158 verbal and 162 quantitative.
6. Complete admissions interview.
7. Submit a written goal statement and initial philosophy of literacy statement.
8. Have an appropriate GPA as set by Texas Administrative Code and other administrative units.
9. Admission is determined based on GPA or, if necessary, satisfactory scores on the GRE, successful admissions interview.

Option 2 - Texas Non-Residents & International Students Only

1. Hold a bachelor's degree from an accredited institution.
2. Hold a teacher certification (any field)
3. Submit teaching service record and any other documents required by Texas governing units.
4. Submit official transcripts from all institutions attended.
5. Applicant must either have a minimum 3.0 cumulative undergraduate GPA, or a minimum undergraduate GPA (last 60 hours) of 3.25, or submit GRE scores that equal or exceed 158 verbal and 162 quantitative.
6. Complete admissions interview.
7. Submit a written goal statement and initial philosophy of literacy statement.
8. Have an appropriate GPA in degree plan as set by Texas Administrative Code and other administrative units.
9. Admission is determined based on GPA, or if necessary, satisfactory scores on the GRE, successful admissions interview.

Option 1 and Option 2

1. Upon admission, students must:
 - a. Sign and submit an acknowledgement of admission and departmental agreements.

- b. Pay the Graduate Program fee of \$250 which will be added to the first tuition bill. This program fee is used for supervision during field work and is a one-time fee that will not be added to the tuition beyond the first semester.

NOTE: In accordance with Texas Administrative Code, all applicants must be fully admitted prior to taking any coursework in the area in which they are seeking certification. Therefore, no provisional admission is allowed.

Degree Requirements

Total Semester Credit Hours = 36

READ 5333	Foundations of Reading Instruction
READ 5301	Language, Literacy, and Culture
READ 5302	Issues in the of Teaching Literacy Using Children's and Adolescent Literature
READ 5303	New and Emerging Media Literacies
READ 5304	Teaching Writing in K12 Contexts
READ 5305	Teaching Disciplinary Literacy to Adolescents
READ 5306	Literacy Assessment Practicum
READ 5307	Literacy Instruction Practicum
READ 5308	Action Research for Literacy Educators
READ 5309	Foundations of Literacy Coaching Strand 1 - Literacy Coaching Strand
READ 5310	Literacy Coaching Practicum
READ 5311	Literacy Coaching as Collaborative Professional Development Strand 2 - Dyslexia Strand
READ 5312	Diagnostic Reading Assessments Practicum
READ 5313	Dyslexia Reading Instruction and Intervention Practicum

Special Education M.Ed.

Total Semester Credit Hours = 36

The School of Education offers the Master of Education degree in Special Education. The Master of Education degree program is designed to fulfill academic requirements for certification as an educational diagnostician. The Master of Education degree with Emotional and Behavioral Disorders Specialization with a UT Tyler Certificate is designed to support requirements as a Behavior Specialist.

Emphasis in educational diagnosis provides the student with the opportunity to assess the competencies of individuals in language, sociological, physical, and behavioral/emotional areas, intellectual functioning and adaptive behavior, and educational performance using informal and formal measures, and prescribe individualized education plans based on test results. The educational diagnostician certificate requires classroom teaching experience as defined by the Texas Administrative Code, an earned master's degree, and successful completion of the TExES examination for certification.

Emphasis in emotional and behavioral disorders (EBD) provides students with the opportunity to understand and support students with EBD and educators working the students. The educational diagnostician certificate requires classroom teaching experience as defined by the Texas Administrative Code, an earned master's degree, and successful completion of the courses to earn a UT Tyler Certificate.

Admission Requirements

To be admitted to the graduate program in special education, the individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Hold a Texas teacher certification (any field).
3. An official copy of your complete teacher service record.
4. All official transcripts.
5. Graduate Record Examination (GRE) scores obtained in the past five years. The GRE can be waived when one of the following requirements have been met:
 - a. Last 60-hour GPA of 3.25 or better.
 - b. Overall bachelor's degree GPA of 3.25 or better.
 - c. Overall graduate degree GPA of 3.0 or better.
6. Complete an Admission Interview with Program faculty.
7. Have an appropriate GPA as set by Texas Administrative Code and other administrative units.
8. Complete the Student Information Sheet and Statement of Purpose.
9. Complete a reference request form for 2 professional recommendations:
 - a. One recommendation must be from your current principal. If you are not currently employed, the recommendation must come from your former principal.
10. For the Master's Degree in Special Education with Certification as an Educational Diagnostician:
 - a. Current EC-12 Texas Teacher Certification in any field (Texas residents only).
 - b. 1 year teaching experience as the teacher of record at a Texas accredited school.
11. For the Master's Degree in Special Education with a UT Tyler Emotional and Behavioral Disorders Specialization:
 - a. Current EC-12 Teacher Certification in any field (Texas residents and non-residents).
 - b. 1 year teaching experience as the teacher of record at an accredited school in any state.
12. Admission is determined based on GPA and, if necessary, satisfactory scores on the GRE in combination with the GPA, successful admission interview, recommendations, successful completion of the Statement of Purpose, and
13. Upon admission, students must:
 - a. Sign and submit an acknowledgement of admission and departmental agreements.
 - b. Pay the Graduate Program fee of \$250 which will be added to the first tuition bill. This program fee is used for supervision during field work and is a one-time fee that will not be added to the tuition beyond the first semester.

NOTE: In accordance with Texas Administrative Code, all applicants must be fully admitted prior to taking any coursework in the area in which they are seeking certification. Therefore, no provisional admission is allowed.

M.Ed. in Special Education in Preparation for TEA Diagnostician Certification as an Educational Diagnostician

Total Semester Credit Hours = 36

EDSP 5350	Overview of Special Education (Birth - 21)
EDSP 5357	Practicum in Special Education
EDSP 5360	Seminar: Learning and Neurological Disabilities
EDSP 5361	Overview of Transition Services

EDSP 5363	Behavioral Disorders
EDSP 5364	Seminar: Assessment in Special Education
EDSP 5365	Developmental Testing
EDSP 5366	Seminar: Full Individual Evaluation
EDSP 5368	Seminar: Educational Strategies for Special Education
EDSP 5370	Learning Theory as Applied to Individuals with Disabilities
EDSP 5371	Individual Assessment of Cognitive Functioning
EDSP 5378	Administrative and Legal Issues in Special Education

Substitutions require advisor approval.

M.Ed. in Special Education with Emotional and Behavioral Disorders Specialization with a UT Tyler Certificate

Total Semester Credit Hours = 36

EDSP 5350	Overview of Special Education (Birth - 21)
EDSP 5360	Seminar: Learning and Neurological Disabilities
EDSP 5361	Overview of Transition Services
EDSP 5363	Behavioral Disorders
EDSP 5370	Learning Theory as Applied to Individuals with Disabilities
EDSP 5378	Administrative and Legal Issues in Special Education
EDSP 5348	Characteristics, Needs and Responses to Students with Emotional and Behavioral Disorders
EDSP 5346	Positive Behavioral Interventions and Supports
EDSP 5345	Family and School Personnel Collaboration in Special Education
EDSP 5347	Advanced Practices in Educating Students with Emotional and Behavioral Disorders
EDSP 5349	Functional Behavioral Assessments and Behavior Intervention Plans
EDSP 5357	Practicum in Special Education

Emotional and Behavioral Disorders Specialization Certificate

Certificate Requirements

Total Semester Credit Hours = 18

EDSP 5348	Characteristics, Needs and Responses to Students with Emotional and Behavioral Disorders
EDSP 5346	Positive Behavioral Interventions and Supports
EDSP 5345	Family and School Personnel Collaboration in Special Education
EDSP 5347	Advanced Practices in Educating Students with Emotional and Behavioral Disorders
EDSP 5349	Functional Behavioral Assessments and Behavior Intervention Plans
EDSP 5357	Practicum in Special Education

Educational Leadership M.Ed.

Total Semester Credit Hours = 30

The School of Education offers the Master of Education Degree in Educational Leadership with Standard Principal and the Superintendent Certification program. These programs provide students the opportunity to acquire the knowledge and appropriate practical experience for assuming a variety of roles in public or private school administration. The thirty-semester hour Master of Education in Educational Leadership is earned simultaneously with completing preparation for the Standard Principal Certificate.

Admission Requirements

To be admitted to the Master of Education Degree in Educational Leadership with Standard Principal certification preparation program, a prospective student must:

1. Hold a bachelor's degree from an accredited institution.
 2. Hold a valid Texas teacher certification (any field).
 3. Submit Texas teaching service record with at least two years of teaching experience and any other documents required by Texas governing units.
 4. Submit official transcripts from all institutions attended.
 5. Submit official Graduate Record Examination (GRE) scores obtained within the last five years. GRE requirement will be waived if the applicant has at least a GPA of 3.25 (either overall degree or last 60 hours of coursework).
 6. Complete admissions screening instrument.
 7. Have an appropriate GPA as set by Texas Administrative Code and other administrative units.
 8. Submit recommendation form.
 9. Admission is determined based on holding a valid Texas teaching certificate, meeting the minimum years of teaching experience, GPA and, if necessary, satisfactory scores on the GRE in combination with the GPA, admission interview, and recommendation.
 10. Upon admission, students must:
 - a. Sign and submit an acknowledgement of admission and departmental agreements.
- NOTE: In accordance with Texas Administrative Code, all applicants must be fully admitted prior to taking any coursework in the area in which they are seeking certification. Therefore, no provisional admission is allowed.

Degree Requirements

Total Semester Credit Hours = 30

EDLR 5310	Educational Leadership Theory and Practice
EDLR 5311	Instructional Leadership and Supervision
EDLR 5313	Strategic School Improvement
EDLR 5320	School Law
EDLR 5330	The Principalship
EDLR 5333	Administration of Special Programs in Schools
EDLR 5337	School Building Operations
EDLR 5349	Curriculum and Instruction for School Improvement
EDLR 5370	Practicum in the Principalship I
EDLR 5371	Practicum in the Principalship II

Superintendent Certification Preparation Program

The Superintendent Certification Preparation Program is a 17-semester-hour program that requires a) holding a Standard Principal, Mid-Management, or other Texas Administrator Certificate; or three creditable years of managerial experience in a public school district b) completion of the specified course sequence within six years; and c) satisfactory performance on the appropriate TExES exam.

Admission Requirements

To be admitted to the Superintendent Certification Preparation Program, a prospective student must:

1. Hold a master's degree from an accredited institution.
2. Hold a Texas teacher certification or currently seeking certification (any field).
3. Submit Texas teaching service record and any other documents required by Texas governing units.
4. Submit official transcripts from all institutions attended.
5. Successfully complete the admission screening instrument.
6. Submit a letter of recommendation.
7. Provide evidence of holding a Standard Principal, Mid-management, or other Texas Administrator Certificate; or has been approved by TEA to substitute managerial experience in lieu of a principal certificate with three years of creditable years of managerial experience in a public-school district.
8. Upon admission, students must:
 - a. Sign and submit an acknowledgement of admission and departmental agreements.

NOTE: In accordance with Texas Administrative Code, all applicants must be fully admitted prior to taking any coursework in the area in which they are seeking certification. Therefore, no provisional admission is allowed.

Required Courses

Total Semester Credit Hours = 17

EDLR 5350	Personnel Administration
EDLR 5453	School Finance
EDLR 5458	School Facilities
EDLR 5360	The School Superintendent
EDLR 5375	Practicum in the Superintendency

School Improvement Ed.D.

Total Semester Credit Hours = 60

The School Improvement Ed.D. is designed to develop educators to understand the philosophical and historical perspective of school reform, diversity, learning opportunities for all, and address educational issues using a variety of strategies. Doctoral students will develop critical reasoning and a deep understanding of change theory to address challenges in school improvement contexts.

UT Tyler doctoral students will conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines. The School Improvement Ed.D. prepares the next generation of educators

with the knowledge, skills, and tools to utilize data to guide school improvement and policy and to improve learning outcomes leading to college and career readiness.

Admission Requirements

To be admitted to the School Improvement Ed.D. program, the applicant must:

1. Hold a master's degree in an education related field from an accredited institution.
2. Have at least 3 years of experience in education and submit an education service record or other acceptable document confirming experience in education.
3. Submit a resume.
4. Submit official transcripts from all institutions attended.
5. Respond to a written prompt related to a school improvement problem of practice.

Completed applications will be reviewed by an admissions committee. The committee will select applicants and conduct the final interview.

Please refer to the College of Education & Psychology website for detailed information regarding admission criteria and application deadline.

Degree Requirements

Total Semester Credit Hours = 60

The School Improvement Ed.D. will be delivered fully online. Students are required to attend a summer workshop at the UT Tyler campus prior to beginning coursework.

Students will be required to complete 60 credit hours of coursework.

1. School Improvement Major: 30 hours
2. Research and Statistics: 15 hours
3. Dissertation: 12 hours
4. Residency: 3 hours

Transfer work. Transfer of graduate credit from an accredited institution is limited to a total of no more than 12 semester hours.

Prescribed Required Courses (60 credit hours)

EDRM 6350 – Program Evaluation in the Education Setting
 EDRM 6351 – Design-Based Implementation Research
 EDRM 6352 – Quantitative Research Methods in the Education Setting
 EDRM 6353 – Qualitative Methods in the Education Setting
 EDRM 6354 – Design-Based Implementation Research II
 EDSI 6160/EDSI 6170 – Dissertation I or Dissertation in Practice I
 EDSI 6161/EDSI 6171 – Dissertation II or Dissertation in Practice II
 EDSI 6162/EDSI 6172 – Dissertation III or Dissertation in Practice III
 EDSI 6311 – Data-Driven Planning for School Improvement
 EDSI 6312 – The Study and Application of Improvement Science
 EDSI 6313 – School Improvement & Accountability Models
 EDSI 6314 – Research-Based Pedagogies for School Improvement
 EDSI 6320 – Leading Critical Conversations for School Improvement
 EDSI 6321 – Support Systems for Job-Embedded Professional Learning
 EDSI 6322 – Culturally Responsive Practices for School Improvement

EDSI 6323 – Effective Coaching Skills for School Improvement Teams
 EDSI 6330 – School Culture & Community Engagement for School Improvement
 EDSI 6331 – Educational Policy and School Improvement
 EDSI 6360/EDSI 6370 – Dissertation or Dissertation in Practice*
 EDSI 6370 – School Improvement Policy Residency

*3 credit hours required. Upon completion of the 12 required dissertation hours, students must register for 1 dissertation credit per semester until the successful defense of the dissertation.

Candidacy. For a student to advance to candidacy, the student must earn a minimum of a B in all courses and maintain an overall GPA of 3.0.

The student must prepare a dossier that includes:

1. school improvement manuscript submitted to a practitioner-oriented journal,
2. evidence of a conference presentation on a school improvement concept or issue at a state or national conference,
3. review of literature for approved dissertation concept or the introduction to the dissertation in practice, and
4. presentation from a successful defense of the dissertation proposal by the student's doctoral committee.

Dissertation or Dissertation in Practice. The student may choose to write a dissertation or a dissertation in practice. The student must complete a minimum of 12 hours of doctoral dissertation credit to fulfill the requirements of the degree; 6 hours of dissertation will be completed throughout the program as students will be required to enroll in 1 credit hour of dissertation per semester starting in the second semester of studies. Upon completing the 12 required hours of dissertation credits, the student must take a minimum of one doctoral dissertation credit each semester while he/she is engaged in the research and writing of the dissertation.

Instructional Coaching Certificate

The Instructional Coaching Certificate Program is designed to equip educators with advanced skills and strategies to support and mentor their peers in instructional practices. Grounded in research and best practices, students will learn how to foster a collaborative environment, promote continuous professional growth, and impact student achievement.

Admission Requirements

To be admitted to the Instructional Coaching Certificate program, the individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Possess a teacher certification.
3. Have at least two years of teaching experience
4. Have a GPA of 3.25 or higher (overall degree or last 60 hours of coursework). Students who have a GPA below 3.25 may be admissible with a combination of the Graduate Record Examination (GRE) and GPA. Send official scores on GRE (obtained within the last five years) directly to the Office of Graduate Admissions. See website for additional information.

Curriculum (12 hours)

Required Courses

EDCI 5320	Teacher Learning and Professional Development
EDCI 5321	Instructional Coaching
EDCI 5322	Tools Used in Instructional Coaching
EDCI 5329	Instructional Coaching Practicum

Department of Psychology and Counseling

Dr. Sarah Sass, Interim Chair

The Department of Psychology and Counseling offers four graduate degrees:

- (1) The Master of Science (M.S.) in Clinical Psychology, with optional specialization in neuropsychology;
- (2) The Master of Arts (M.A.) in Clinical Mental Health Counseling;
- (3) The Master of Arts (M.A.) in School Counseling; and
- (4) The Doctor of Philosophy (Ph.D.) in Clinical Psychology

Admission

The specific admission requirements are listed under each program.

Applications are reviewed on an individual basis. Admission is based on multiple indicators. To be admitted to one of the degree programs, a prospective student may:

1. Hold a bachelor's degree from an accredited institution.
2. Submit official transcripts from all institutions attended.
3. Apply for and submit a background check.
4. Submit additional application materials required by the program, such as scores on standardized tests, reference evaluations, writing samples, and/or participation in interviews.

Successful applicants usually have a GPA of 3.0 or better (on a four-point scale). Applicants who believe their grade point average or their scores are not valid indicators of their ability should explain their concerns in a letter to the Graduate Admissions Coordinator. The department may elect to require additional assessments, including interviews, of individual applicants.

Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological,

interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from all backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from all backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.]

The Clinical Psychology Ph.D. has a separate evaluation and retention policy that applies to doctoral students and is provided in the program handbook.

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics.

First Semester Candidacy Interview (CMHC Only)

A formal evaluation will occur at the end of each CMHC student's first semester enrolled in the program upon completion of COUN 5312 Counseling Theories and Applications, COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling, and COUN 5391 Essential Counseling Skills (note: for six credit hour first semester students COUN 5328 and COUN 5391). This formal evaluation occurs at the Candidacy Interview. The Candidacy Interview committee will be comprised of at least three CMHC faculty members. During this interview, the student and committee will review the student's academic progress, dispositions related to work as a professional counselor, and any intra/interpersonal elements that pertain to work as a professional counselor. The purpose of this interview is to recommend continuation

in the program (i.e., Candidacy) or determine areas of improvement needed to continue. The following areas are considered for admission to Candidacy:

1. **Academic Progress** – All students must demonstrate adequate academic progress. During the Candidacy Interview students need to demonstrate that they are in good academic standing in their courses (i.e., their grades indicate that they are projected to earn a grade of B or better in each of their initial courses).
2. **Counselor Dispositions** – Counseling is a profession that requires interacting with all people. Professional counselors must be able to interact with individuals, families, and groups and demonstrate unconditional positive regard, an attitude of respect for individual values and beliefs, good interpersonal skills, and effective communication skills. Due to the nature of the work and ethical obligations to protect future clients, faculty must evaluate an individual's fitness for the profession. This is an ongoing process and concerns are addressed as they arise. Depending on the nature, severity, frequency, and duration of a concern, members of the faculty may develop a remediation plan to provide an opportunity for the student to demonstrate growth and improvement. Ultimately, if the student does not meet the goals of the remediation plan or demonstrates a lack of fitness for the profession, dismissal from the program can occur.
3. **Personal Concerns** – There are times in which the training processes trigger intra/interpersonal concerns that may interfere with the ability to be an effective counselor. When this occurs, faculty members may develop a remediation plan which may include a requirement that the student engages as a client in personal counseling related to the concern(s). Counseling services are available at no cost to students through the UT Tyler Student Counseling Center. At the request of the student or the discretion of the counseling faculty, the counseling faculty may provide referrals to three appropriate alternatives. The student is fully responsible for any costs associated with partaking in counseling services other than the UT Tyler Student Counseling Center. Serious or persistent impairments and/or violations of personal or professional ethics can result in dismissal from the program. This includes issues related to a violation from the UT Tyler Student Standards of Academic Conduct. All counseling students are expected to adhere to the current version of the American Counseling Association Code of Ethics. Students will be notified via e-mail of the faculty's decision regarding their status, which are as follows:
 - a. Approved for Candidacy to the CMHC program.
 - b. Approved for Candidacy with reservations. These students will be required to meet with their academic advisor to address areas of growth or concerns identified during the Candidacy Interview.
 - c. Denied Candidacy provided a remediation plan and a timeline for completion. A copy of the remediation plan will be signed and retained by the student's faculty advisor, the Department Chair, and student. Thorough documentation of communication between the student and facilitating advisor during the remediation process will be kept. Once the remediation plan has been completed, students may sit for the Candidacy Interview one additional time. If admission is denied a second time, the student will be dismissed from the program.
 - d. Dismissal from the CMHC program may result due to serious concerns in the aforementioned categories (i.e., counselor dispositions, personal concerns), or violations of the Graduate School's academic policies, the University's Code of Student Conduct, the Department of Psychology and Counseling Graduate Student Code of Conduct, the ACA Code of Ethics, or as deemed necessary to protect the public.

Annual Review of Student Progress

Students are formally evaluated at least annually by the program faculty. The progress of every graduate student in each program is assessed annually through the Annual Review of Student Progress, conducted by all graduate faculty. Student progress is reviewed in terms of academic performance, skill development, professional/ethical dispositional development, and other indicators. The review may include meetings of students with faculty. Written results of the review are provided to every student. Detailed information about procedures for student annual progress review, retention, and for addressing concerns about student progress are available at the department website: <http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

Minimum Grade Requirements

In addition to the Graduate College policies on GPA requirements, probation and suspension, the department has additional criteria for satisfactory progress and graduation, as follows. Regardless of GPA, no more than two (2) graduate courses with grades of "C" may be counted toward the graduate degree in Clinical Psychology, Clinical Mental Health Counseling, or School Counseling. No courses with a grade lower than a C may be counted toward the graduate degree in Clinical Psychology, Clinical Mental Health Counseling, or School Counseling. After receiving a third "C" grade, or a single "D" or "F" grade, a student will be placed on departmental probation. To be reinstated from departmental probation, the student must retake one of the courses in which a "C" or lower was earned (under the University grade replacement policy) in the next semester in which the course is offered and achieve a "B" or better grade. Students on academic or departmental probation may **NOT** enroll in or begin their practicum course(s) until the academic or departmental probation has been removed. After an unsuccessful attempt to replace a grade, the student will be suspended from the department for a minimum of one semester. A petition for reinstatement must then be submitted, and approved by the advisor, Department Chair, and College Dean for a student to be reinstated. If reinstated, the student must first enroll only in courses in which "C" grades were earned, and successfully replace them, leaving no more than two "C's", and no grade lower than a "C". If a student fails to be reinstated from departmental suspension, the student will be dismissed from the program.

Dismissal from Program

The department may dismiss students from their degree programs for failure to make satisfactory progress toward degree completion. Students may also be dismissed for violations of the ethical and professional standards of the American Psychological Association, American Counseling Association, or the American School Counselors Association, or the Departmental Student Code of Conduct (see below).

Clinical Psychology M.S.

Total Semester Credit Hours = 60

The Clinical Psychology program provides the opportunity for the student to understand, evaluate, and counsel persons with psychological problems, and to draw upon community resources for assistance in working with these persons. During completion of the M.S. degree and approved practicums, the student is provided the opportunity to administer psychological tests, use various techniques of psychotherapy such as cognitive and behavioral therapy and other evidence-based practices, and become familiar with research practices in clinical psychology. Students who complete all requirements of the Clinical Psychology M.S. who become licensed at the master's-level often work in psychiatric hospitals, in mental health centers, with Licensed Psychologists in private practice, or after 3000 hours of supervision, in independent practice with a Licensed Psychological Associate (LPA) license. Students may also wish to earn licensure at the doctoral level and pursue doctoral-level clinical psychology training upon graduation from this program.

Clinical psychology students may complete a general program of study in clinical psychology or may choose a specialization in neuropsychology.

Students seeking admission to the Clinical Psychology degree program should have completed the following undergraduate prerequisites: Psychological Statistics, Research Methods or Experimental Psychology, and Abnormal Psychology. Students lacking these program undergraduate pre-requisites should take them as soon as possible during their graduate program.

The Master of Science in Clinical Psychology degree program requires 60 credit hours of graduate course work, for either the general clinical or neuropsychology emphases.

Licensure

The M.S. in Clinical Psychology qualifies students to take the exam for a Licensed Psychological Associate (LPA) from the Texas State Board of Examiners of Psychologists. An LPA license requires practicing under the supervision of a Licensed Psychologist. To practice independently, an LPA must complete an additional 3000 hours of supervised practice after receiving his or her degree and initial LPA license. Licensure also requires passage of the EPPP and Jurisprudence exam. The M.S. in Clinical Psychology does not meet licensure requirements for the LPC credential and students who are interested in the LPC should consider the CMHC program in our department.

Admission Requirements

To be admitted to the graduate program in Clinical Psychology, the individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Submit official transcripts from all institutions attended.
3. Submit a Department Information Sheet which includes a Statement of Purpose.
4. Submit three (3) Evaluations of Academic Potential forms.
5. Complete the background check.
6. If proof of English proficiency is required, the program has the following requirements:

- a. The minimum TOEFL or IELTS scores are 560 on the paper and pencil test, 220 on the computer-based test, or 87 on the internet-based test (TOEFL/IBT), or overall band score of 7.0 (IELTS) with 6.5 or greater in each subsection. TOEFL and IELTS test scores are valid for only two years.
7. Submission of a curriculum vitae, which provides an opportunity for students to outline previous education, research, and life experiences.

Degree Requirements

Total Semester Credit Hours = 60

Foundation Courses (48 hrs.)

All clinical psychology students are required to complete a foundation of 48 credit hours as follows:

PSYC 5308	Advanced Psychopathology and Diagnosis
PSYC 5312	Evidenced Based Psychotherapy
PSYC 5320	Advanced Human Growth and Development
PSYC 5323	Professionalism
PSYC 5324	Clinical Cultural Diversity
PSYC 5327	Introduction to Clinical Skills
PSYC 5328	Issues and Professional Ethics
PSYC 5340	Advanced Psychological Statistics and Design
PSYC 5345	Group Counseling and Therapy
PSYC 5363	Learning and Motivation
PSYC 5366	Assessment of Individual Mental Ability I
PSYC 5368	Clinical Mental Health Assessment
PSYC 5392	Clinical Skills I
PSYC 5396	Supervised Practicum in Psychology
PSYC 5397	Advanced Supervised Practicum in Psychology
PSYC 5398	Research Seminar

NOTE: PSYC 5396 and PSYC 5397 - 225 hours on site, 125 direct

Biological Bases of Behavior - NEURO TRACK

Required:

PSYC 5350	Clinical Neuropsychology
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Biological Bases of Behavior - GENERAL TRACK

Students in the general track must choose 1 of the following courses for the biological bases of behavior requirement:

PSYC 5350	Clinical Neuropsychology
PSYC 5352	Behavioral Neuroscience
PSYC 5354	Psychopharmacology

General Program of Study in Clinical Psychology

Students who wish to complete the general program of study in clinical psychology may choose 12 SCH of Psychology and Counseling electives.

They should consult their faculty advisor and specify the courses in their degree plans.

Neuropsychology Specialization (15 hrs.)

Students who choose to complete the neuropsychology specialization must include the following courses:

PSYC 5356	Neuropsychological Assessment of Memory
PSYC 5358	Neuropsychological Assessment: Fixed Battery
PSYC 5359	Flexible Neuropsychological Battery Elective (3 hours)

Clinical Psychology Ph.D.

Total Semester Credit Hours = 99

Objectives

The Ph.D. program in Clinical Psychology at the University of Texas at Tyler is a scientist-practitioner based program which provides high quality academic, research, and clinical training. The program is designed to prepare students for professional and academic careers in Clinical Psychology. Students will complete specialized coursework and advanced clinical training in one of three emphasis areas during their time in the program:

1. Veterans and active duty military mental health
2. Rural mental health
3. Geropsychology

Students are mentored by clinical faculty in research and provided supervision of their clinical work along the way. A thesis and dissertation are required. Clinical training is provided in our on-campus clinic and a number of agencies in the East Texas area.

Admission Requirements

1. A bachelor's degree from an accredited institution. (Applicants with a master's degree in Psychology or a related field may apply as well.)
2. Minimum 3.0 overall GPA.
3. Adequate preparation in Psychology. Successful applicants will have 12 or more credits in Psychology including coursework in Statistics, Research Methods, History and Systems of Psychology, and Abnormal Psychology. If students do not have these classes, they will be required to complete them during their program.
4. Submit a statement of purpose.
5. Three academic letters of reference.
6. If proof of English proficiency is required, the program has the following requirements:
 - a. The minimum TOEFL or IELTS scores are 560 on the paper and pencil test, 220 on the computer-based test, or 87 on the internet-based test (TOEFL/IBT), or overall band score of 7.0 (IELTS) with 6.5 or greater in each subsection. TOEFL and IELTS test scores are valid for only two years.
7. Submission of a curriculum vitae, which provides an opportunity for students to outline previous education, research, and life experiences.

Admitted students must complete a criminal background check prior to enrollment.

Minimum Grade Requirements

In addition to the Graduate College policies on GPA requirements, probation and suspension, the department has additional criteria for satisfactory progress and graduation, which is found in the Program Retention and Evaluation Policy in the program handbook and program webpages. For students enrolled in the Clinical Psychology Ph.D. program, no courses with a grade below "B" may be counted toward

the degree. After receiving a single "C", a doctoral student will be placed on Warning status. To be reinstated and removed from Warning status, the student must retake one of the courses in which a "C" or lower was earned (under the University grade replacement policy) in the next semester in which the course is offered and achieve a "B" or better grade. After an unsuccessful attempt to replace a grade, the student will be recommended for dismissal from the program (following departmental procedures for student dismissal). Students who earn two grades of C or lower regardless of course are recommended for dismissal. Students who obtain a single grade of D or F are recommended for dismissal. Students who are on warning status or on Probation may NOT enroll in, begin, or continue their practicum course(s) until the probation has been removed.

Degree Requirements

This doctoral degree program is delivered face to face on campus for the first four years. The fifth year consists of a full-time 12-month doctoral internship. Students are required to attend an orientation on the UT Tyler campus prior to beginning coursework. Students may be required to be present for other special activities throughout their program of study.

1. Minimum Credit Hours (99 cr.)
 - a. Required Courses - 57 cr.
 - b. Emphasis Courses - 15 cr.
 - c. Practicum Courses - 18 cr.
 - d. Dissertation - 6-12 cr.
 - e. Internship - 3-9 cr.
2. Special degree requirements (for details on university doctoral requirements, see the general graduate section of this catalog and the Clinical Psychology Doctoral Program Handbook available on the <https://www.uttyler.edu/psychology/files/phd-clinical-psychology-handbook.pdf>).
 - a. The Proficiency Examination is taken after the student has completed a significant portion of, if not all, required coursework. Students may not advance to candidacy or register for dissertation hours until all portions of the Proficiency Examination have been passed satisfactorily. Upon successful completion of the Proficiency Examination, students will be advanced to candidacy.
 - b. Students have a maximum of nine years to complete the program. Students will have five years to complete the program after entering candidacy. Students unable to complete the program within the designated time limits must file for an extension.
 - c. A dissertation of original research contributing to the body of knowledge in clinical psychology will be required. Students must enroll for dissertation hours during each long semester while in the dissertation process. A minimum of 6 hours of dissertation credit is required.
 - d. Students must meet all doctoral degree requirements of the University.
3. Transfer work: Students with graduate credit or degrees from other programs may transfer up to 12 hours of coursework with the approval of their advisor and the Doctoral Program Director of Clinical Training.
4. Students who enter with a master's degree in Clinical Psychology or Clinical Mental Health Counseling from the University of Texas at Tyler may apply up to 15 hours toward their doctoral program as approved by their advisor and the Director of Clinical

Training. Below is a typical outline of program progression for a full-time student.

Prescribed Required Courses

Total Semester Credit Hours = 99

PSYC 5328	Issues and Professional Ethics
PSYC 5392	Clinical Skills I
PSYC 5393	Clinical Skills II
PSYC 5394	Thesis
PSYC 5395	Thesis
PSYC 5396	Supervised Practicum in Psychology
PSYC 5397	Advanced Supervised Practicum in Psychology
PSYC 6301	Advanced Tests and Measurement
PSYC 6308	Advanced Psychopathology and Diagnosis
PSYC 6310	Cognition and Emotion
PSYC 6311	Social and Cultural Psychology
PSYC 6312	Practicum with Underserved Populations
PSYC 6313	Evidence Based Practice
PSYC 6320	Advanced Study in Development
PSYC 6324	Diversity in Clinical Psych
PSYC 6340	Advanced Statistics and Research Design
PSYC 6341	Multivariate Statistics
PSYC 6342	Research Methods in Clinical Psychology
PSYC 6352	Biological Foundations of Behavior
PSYC 6366	Advanced Assessment of Mental Abilities
PSYC 6368	Clinical and Diagnostic Assessment
PSYC 6375	Supervision and Consultation
PSYC 6381	Seminar in Underserved Populations
PSYC 6382	Research with Underserved Populations
PSYC 6386	Internship in Psychology
PSYC 6398	Dissertation
PSYC 6399	Dissertation

Clinical Mental Health Counseling M.A.

Total Semester Credit Hours = 60

The CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UT Tyler) prepares ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to address the mental health needs of a full range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to our student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able to pursue impactful mental health careers within the community.

All Clinical Mental Health Counseling (CMHC) students will complete a specified program that provides foundational knowledge and skills to be an effective clinical mental health counselor.

The Master of Arts in Clinical Mental Health Counseling (CMHC) degree program requires 60 semester credit hours of graduate course work.

Certification and Licensure

Graduates of the M.A. in Clinical Mental Health Counseling (CMHC) are eligible to apply for licensure as a Licensed Professional Counselor (LPC) through the Texas State Board of Examiners of Professional Counselors. In addition to the degree, the LPC requires successful passage of the National Counselor Examination (NCE) followed by 3000 hours of supervised practice in a counseling role.

<https://www.nbcc.org>. The NCE may be taken prior to graduation for students who also wish to apply for national certification through NBCC at the same time. Otherwise, the NCE is taken after graduation.

To be eligible to practice within the U.S. Military (Tricare) and Veteran's Administration mental health care systems, graduates will also be required to take and pass the National Clinical Mental Health Counselor Examination, administered by the National Board for Certified Counselors. <https://www.nbcc.org>.

Admission Requirements

To be admitted to the graduate program in Clinical Mental Health Counseling, the individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Submit official transcripts from all institutions attended.
3. Submit a Department Information Sheet which includes a Statement of Purpose.
4. Submit three (3) letters of professional and academic recommendation, at least one of which comes from a faculty member who can speak of the candidate's academic potential.
5. Complete the background check.
6. If proof of English proficiency is required, the program has the following requirements:
 - a. The minimum TOEFL or IELTS scores are 560 on the paper and pencil test, 220 on the computer-based test, or 87 on the internet-based test (TOEFL/IBT), or overall band score of 7.0 (IELTS) with 6.5 or greater in each subsection. TOEFL and IELTS test scores are valid for only two years.

Degree Requirements

Total Semester Credit Hours = 60

Didactic Core (36 hrs.)

All Clinical Mental Health Counseling (CMHC) students are required to complete a DIDACTIC CORE of 36 hours as follows:

COUN 5308	Diagnosis and Treatment Planning
COUN 5312	Counseling Theories and Applications
COUN 5313	Family Therapy
COUN 5324	Cultural Diversity and Advocacy
COUN 5326	Addictions Counseling
COUN 5328	Foundations and Ethics of Clinical Mental Health Counseling
COUN 5335	Career Counseling and Assessment
COUN 5340	Research and Program Evaluation
COUN 5345	Group Counseling: Theory and Practice
COUN 5368	Assessment Techniques in Counseling
COUN 5370	Trauma Informed Counseling
COUN 5395	Professional Practice in CMHC
PSYC 5320	Advanced Human Growth and Development

Clinical Skills Core (15 hrs.)

All Clinical Mental Health Counseling (CMHC) students are required to complete a CLINICAL SKILLS CORE of 15 hours as follows:

COUN 5391	Essential Counseling Skills
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COUN 5392	Helping Relationships and Clinical Interviewing
COUN 5393	Practicum in Clinical Mental Health Counseling
COUN 5396	Internship I
COUN 5397	Internship II

Electives (9 hrs.)

Students may choose their remaining 6 elective hours from the graduate counseling and psychology courses identified in the course catalog.

Sequence of Classes

In the first semester, students should take COUN 5312 Counseling Theories and Applications, COUN 5391 Essential Counseling Skills, and COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling. These are considered to be qualifying courses for continuation in the program. Students must achieve a B or better in each of these courses to continue in the Clinical Skills Core course sequence and complete the degree program. A Candidacy Interview will occur at the end of each CMHC student's first semester enrolled in the program upon completion of COUN 5312, COUN 5328, and COUN 5391 (note: for six credit hour first semester students COUN 5328 and COUN 5391). Each subsequent year students will undergo an Annual Review of Student Progress and must Meet Expectations in that review to continue in the program in good standing.

Following success in the qualifying courses and Candidacy Interview, students should continue with the basic didactic counseling and psychology courses that provide the basis and foundation for the remaining Clinical Skills Core courses. These courses for Clinical Mental Health Counseling (CMHC) students include COUN 5308 Diagnosis and Treatment Planning, COUN 5340 Research and Program Evaluation, COUN 5368 Assessment Techniques in Counseling, PSYC 5320 Advanced Human Growth and Development, COUN 5345 Group Counseling and Therapy, COUN 5335 Career Counseling and Assessment, and COUN 5324 Cultural Diversity and Advocacy.

A student's formal degree plan (Clinical Mental Health Counseling (CMHC) Degree Plan) should be completed and approved/signed by their Faculty Advisor and the Graduate Admissions Coordinator before 12 semester hours are completed. Students in Clinical Mental Health Counseling (CMHC) must successfully complete COUN 5391 Essential Counseling Skills, COUN 5392 Helping Relationship and Clinical Interviewing and COUN 5393 Practicum, with grades of B/CR or better, prior to enrollment in COUN 5396 Internship I, which is then followed by COUN 5397: Internship II Each Internship requires at least 300 hours (120 direct) of service on-site at an external site.

Comprehensive Exam: To successfully complete COUN 5396 and graduate from the Clinical Mental Health Counseling (CMHC) program, students must take and pass the national, standardized Counselor Preparation Comprehensive Exam (CPCE). <http://www.cce-global.org/Org/CPCE>.

School Counseling M.A.

Total Semester Credit Hours = 48

The School Counseling M.A. is intended for those who wish to work as professional school counselors in educational settings. This degree program does not prepare its graduates to counsel in social service or mental health agencies or in private practice. This is a 48 credit hour, fully online graduate degree program. Students in the School Counseling M.A. program receive instruction in developing appropriate comprehensive guidance plans to promote the academic, personal, social, and career development appropriate to elementary and secondary students. They develop competencies in assessment and counseling techniques, including legal and ethical standards, practices, and issues. Students complete a supervised internship in a public or private school. Certification as a School Counselor in Texas requires successful completion of the required course sequence and a passing score on the appropriate state certification exam (TEXES).

Certification

The School Counseling M.A. can qualify students to meet the course requirements to become School Counselors certified by the Texas State Board for Educator Certification. Students matriculating in master's programs other than the M.A. in School Counseling program or students who already have master's degrees should contact the Graduate Advisor in School Counseling regarding the School Counselor Certificate. Students seeking only the School Counselor Certificate must meet admission and other requirements for the M.A. in School Counseling degree program. Students are admitted only under the Full Admissions criteria.

Admission Requirements

To be admitted to the graduate program in school counseling, the individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Submit official transcripts from all institutions attended.
3. Submit three (3) recommendation forms.
4. Have an appropriate GPA as set by Texas Administrative Code and other administrative units.
5. Submit a Department Information Sheet which includes a Statement of Purpose.
6. Complete admissions/screening instrument interview.
7. Upon admission, students must:
 - a. Sign and submit an acknowledgement of admission and departmental agreements.

NOTE 1: In accordance with Texas Administrative Code, all applicants must be fully admitted prior to taking any coursework in the area in which they are seeking certification. Therefore, no provisional admission is allowed.

NOTE 2: This program does accept students from outside of Texas to complete the M.A. only. These such students are not eligible for School Counseling certification in the state of Texas and UT Tyler does not guarantee that our program will be accepted by any other state than Texas. It is the responsibility of the applicant to check with their state regarding acceptance of our program.

Degree Requirements

Total Semester Credit Hours = 48

Required Courses

COUN 5312	Counseling Theories and Applications
COUN 5313	Family Therapy
COUN 5314	Applied School Counseling
COUN 5324	Cultural Diversity and Advocacy
COUN 5334	Foundations and Ethics of School Counseling
COUN 5335	Career Counseling and Assessment
COUN 5340	Research and Program Evaluation
COUN 5344	Advanced Principles of School Counseling
COUN 5348	Mental Health in Schools
COUN 5368	Assessment Techniques in Counseling
COUN 5386	Supervised Internship in School Counseling
COUN 5387	Supervised Internship in School Counseling II
COUN 5393	Practicum in Clinical Mental Health Counseling
PSYC 5320	Advanced Human Growth and Development
COUN 5330	Counseling Children
PSYC 5345	Group Counseling and Therapy

Required total for degree with certification is a minimum of 48 graduate semester hours. Specifics of this program are subject to change by the SBEC or the degree-granting institution. New and currently enrolled students may be required to meet additional or different requirements.

GRADUATE COLLEGE OF ENGINEERING

Dr. Javier Kypuros, Dean

The College of Engineering is composed of three departments – the departments of Civil and Construction Engineering and Management, Electrical and Computer Engineering, and Mechanical Engineering. It offers three master's degree programs. The Department of Civil and Construction Engineering and Leadership offers the Master of Science in Civil Engineering and the Master of Science in Engineering Leadership. The Department of Electrical and Computer Engineering offers the Master of Science in Electrical Engineering. The Department of Mechanical Engineering offers the Master of Science in Mechanical Engineering.

Vision

The College of Engineering at the University of Texas at Tyler strives to be the preeminent engineering institution in the region with a national reputation for scholarly excellence and transformational regional impact. We aspire to develop professionals whose technical prowess, unyielding integrity, interpersonal skills, and global awareness elevate them as leaders in their organization, industry, and community. College of Engineering graduates will be poised to positively impact and transform the future through service to their communities, region, and the Nation.

Mission

The College of Engineering is a regional anchor preparing professionals to excel in a global context, and as such our mission is to

- Prepare graduates who think critically and serve the global community as professionals through practice, application, collaboration, and innovation;
- Foster the intellectual and economic vitality of the region, the state, and the nation through teaching, research, and outreach; and
- Instill a sense of excellence, ethics, integrity, leadership, and service in our graduates.

Department of Civil and Construction Engineering and Management

Dr. Mena Souliman, Chair

The Department of Civil and Construction Engineering and Management offers the Master of Science in Civil Engineering and the Engineering Leadership MSEL. The M.S. in Civil Engineering has three options to earn the degree: (1) research option, (2) professional practice option, and (3) technical and management development option.

Civil Engineering M.S.C.E.

Total Semester Credit Hours = 30

Admission Requirements

Students entering the Master of Science in Civil Engineering (MSCE) program are expected to have a background equivalent to that of students graduating from the Bachelor of Science in Civil Engineering (BSCE) program offered at The University of Texas at Tyler, or have obtained such background through specified prerequisite coursework.

In addition to the general requirements for admission to graduate study at The University of Texas at Tyler, to be admitted to the MSCE program a student must meet the following admission requirements.

1. Satisfactory grade point average on the student's last four semesters of academic study and last 60 semester credit hours of upper division undergraduate or graduate courses.
2. A bachelor's degree in a Civil Engineering program accredited by the ABET Engineering Accreditation Commission. Students who have not earned such a degree will be required to complete prerequisite coursework before starting the MSCE program as determined by the MSCE Graduate Coordinator.
3. A demonstrated proficiency in the use of the English language, both spoken and written.
4. Approval of the MSCE Graduate Coordinator and the Chair, Department of Civil Engineering.

Graduation Requirements

There are four options to earning the Master of Science in Civil Engineering (MSCE): (1) research option, (2) professional practice option, and (3) technical and management development option. A Bachelors to Masters (Straight through 4+1) BSCE/MSCE is limited to students earning their BSCE from the University of Texas at Tyler.. The 4+1 path requires a student to choose from either Option 1 (research option) or Option 2 (professional practice option).

Regardless of the option selected, a student must complete one three credit hour graduate course focused in analytical methods or a graduate level mathematics course. This course must be approved by the faculty advisor, department graduate coordinator or the department chair. At least 50 percent of the required total credit hours applied to the MSCE, excluding thesis or design project, must be Civil Engineering courses and at least two-thirds of the credit hours applied to the degree must be taught by a department within the College of Engineering. No more than three credit hours of independent study courses may be applied to the degree. The student must attain a cumulative 3.0 GPA on all course work applied to the MSCE. The program options and additional degree requirements are as follows:

Option 1 – Research (30 SCH)

Students must successfully complete at least 24 semester credit hours of graduate coursework, including at least three courses in a primary area of study within civil engineering, successfully complete at least six credit hours of graduate thesis research, successfully prepare a research thesis, and pass a final oral examination that is primarily focused on the research thesis but may also address coursework. The final examination will be administered by the student's graduate academic committee. This program option is intended primarily for students who wish to conduct research and expand civil engineering knowledge.

Option 2 – Professional Practice (30 SCH)

Students must successfully complete at least 27 semester credit hours of graduate coursework, including at least three courses in a primary area of study within civil engineering, and at least three semester credit hours of graduate capstone design that culminates in the preparation of a design project report. Depending upon the student's previous background, a course in management may be required, because the focus of this degree option is professional practice. Further, each student must pass the National Council of Examiners for Engineering and Surveying (NCEES) Fundamentals of Engineering (FE) examination and must pass a final oral examination that is focused on the graduate design project. The final examination will be administered by the student's graduate academic committee. This degree option is intended primarily for students who intend to practice civil engineering at the professional level.

Option 3 – Technical and Management Development (30 SCH)

Students must successfully complete at least 30 semester credit hours of graduate coursework, including at least three courses in a primary area of study within civil engineering and may choose to take at least one course (but not more than two) in developing business management and engineering management skills. At least two Civil Engineering courses used for the program must be graduate design courses. Further, students must pass a final comprehensive written and/or oral examination that addresses the student's undergraduate and graduate education. The final examination will be coordinated by the student's graduate academic advisor. This degree option is intended primarily for students in practice who want to enhance their technical skills and to develop management skills.

**Bachelors to Masters (Straight thru 4+1)
BSCE/MSCE (30 SCH)**

The path to the MSCE is available only to UT Tyler undergraduate students intending to complete a Master's of Science in Civil Engineering contiguous with their BSCE degree. This option is intended as a degree which shares some of the undergraduate courses (9 semester credit hours) in a graduate career enrollment. BSCE students must enter the MSCE program and complete the MSCE portion of the program without interruption. The completion of this path may use either Option 1 or Option 2 above (Thesis or Project) both are comprised of 30 SCH degree plans. This completion pathway is not available for the Option 3 (Course Work only). Students interested in the 4+1 pathway must apply for consideration through the Civil Engineering program and admission to the graduate school. Students will be provisionally admitted to the 4+1 in the spring of the senior year, and fully admitted once completing the BSCE and meeting all admission requirements for the MSCE program. Students will be eligible to complete 9 SCH of graduate course work during their undergraduate enrollment. These 9 semester credit hours will count toward both the completion of the BSCE and the MSCE degrees. Additionally, students admitted into the program must also take one credit of undergraduate research seminar (EENG 4105) during their senior year. Upon awarding of the BSCE the 9 hours of course work at the graduate level will then transfer into the Graduate Career for the MSCE degree. Work completed during the senior year may be counted towards the design or technical elective requirements of the BSCE degree. Student's considering the BS (4+1) pathway must have a

cumulative undergraduate GPA of 3.0 or higher and must submit a personal statement for review. Additionally, the student will be required to apply for the 4+1 by the end of their junior year. The program requires the completion of a project (CENG 5393) or a Thesis (CENG 5395 & CENG 5396). Students wishing to continue towards the 4+1 completion will be required to enroll in 3 graduate level courses during the fall or spring of their senior year. These will be carried as design or technical elective requirements into both the BSCE and MSCE careers.

General Plan of Study**First Semester 9 hrs.**

MATH 5311	Advanced Math
or	
CENG 53xx	Advanced Analysis or Equivalent
CENG 53xx	Technical Elective (Option 3)
or	
CENG 5395	First Thesis I (Option 1)
CENG 53xx	Technical Elective

Second Semester 9 hrs.

CENG 53xx	Technical Elective
CENG 53xx	Technical Elective
CENG 53xx	Technical Elective

Third Semester 9 hrs.

CENG 53xx	Technical Elective
CENG 53xx	Technical Elective
CENG 53xx	Technical Elective

Fourth Semester 3 hrs.

CENG 53xx	Technical Elective (Option 3)
or	
CENG 5393	Project (Option 2)
or	
CENG 5396	Thesis II (Option 1)

Straight thru 4 1 Plan of Study 30 hrs.

After successful completion of an undergraduate degree including 3 graduate level courses in Civil Engineering.

Second Semester 9 hrs.

MATH 5311	Advanced Math
or	
CENG 53xx	Advanced Analysis or Equivalent
CENG 53xx	Technical Elective
CENG 53xx	Technical Elective

First Semester 3 hrs.

CENG 53xx	Technical Elective (Option 2)
or	
CENG 5395	Thesis I (Option 1)

Third Semester 9 hrs.

CENG 53xx	Technical Elective
CENG 53xx	Technical Elective
CENG 5393	Project (Option2)
or	
CENG 5396	Thesis II (Option 1)

An annually updated list of approved technical electives and a list of approved courses from outside the Department are available from the Department of Civil Engineering.

Transfer of Credit

A student may transfer a maximum of 9 semester hours of graduate credit in which a grade of "B" or better has been earned from approved institutions. Transfer credit is subject to the approval of the student's advisor and departmental chair.

Student Outcomes

Master of Science in Civil Engineering students at the time of graduation are expected to:

1. Apply fundamental knowledge of specialized civil engineering concepts and modern engineering tools in solving engineering problems.
2. Demonstrate independent self-learning and research capabilities for solving engineering problems.
3. Recognize their professional responsibility with the society, environment, engineering ethics, and lifelong learning.
4. Demonstrate an ability to effectively communicate results from engineering problems or other intellectual products.

Engineering Leadership M.S.E.L.**Total Semester Credit Hours = 30**

Leading technical organizations and projects is an ever more complex task – this program will prepare graduates to be leaders of technical organizations across a wide spectrum of economic sectors. The program provides a blend of business skills (including operations management, organizational behavior, and business ethics), technical engineering skills, and a core in engineering leadership. The core includes content in fundamental leadership skills (conflict resolution, team construction, vision and strategy), decision making in complex environments (uncertainty, risk, optimization, statistical modeling), and systems engineering and process control. This blend of competencies is vital in today's interdisciplinary technological environment and will prepare graduates to lead effectively in organizations across the technical spectrum.

Admission Requirements

Students entering the Master of Science in Engineering Leadership (MSEL) program are expected to have a background equivalent to that of students graduating from the Bachelor of Science in one of the engineering or construction management degree program offered at The University of Texas at Tyler, or have obtained such background through specified prerequisite coursework.

In addition to the general requirements for admission to graduate study at The University of Texas at Tyler, to be admitted to the MSEL program a student must meet the following admission requirements.

1. Satisfactory grade point average on the student's last four semesters of academic study and last 60 semester credit hours of upper division undergraduate or graduate courses.
2. A bachelor's degree in an engineering or construction management program accredited by the ABET. Students who have not earned such a degree will be required to complete prerequisite coursework before starting the MSEL program as determined by the MSEL Graduate Coordinator or Program Chair.
3. A demonstrated proficiency in the use of the English language, both spoken and written.
4. Approval of the MSEL Graduate Coordinator and the Chair of the department.

Graduation Requirements

TA Master of Science in Engineering Leadership (MSEL) student must complete 30 SCH of course and project based work at the graduate level (outlined below). A bachelors to masters (straight through 4+1) is limited to students earning a bachelor of science in one of the engineering programs offered from the University of Texas at Tyler.

The student must attain a cumulative 3.0 GPA on all course work applied to the MSEL degree. The program degree requirements are as follows:

Students must successfully complete at least 27 semester credit hours (SCH) of graduate coursework, including 9 SCH of specific courses related to engineering leadership, 9 SCH of courses related to business practices and 9 SCH of graduate level engineering courses. Students will take 3 SCH in a project-based capstone course. This totals 30 SCH for the MSEL degree.

Bachelors to Masters (Straight thru 4+1) BS/MSEL (30 SCH)

The path to the MSEL is available only to UT Tyler undergraduate students intending to complete a Master's of Science in Engineering Leadership contiguous with their BS in one of the engineering programs. This option is intended as a degree which shares some of the undergraduate courses (9 semester credit hours) in a graduate career enrollment.

Students interested in the 4+1 pathway must apply for consideration through the Engineering Leadership program and admission to the graduate school. Students will be provisionally admitted to the 4+1 in the spring of the senior year, and fully admitted once completing their BS degree and meeting all admission requirements for the MSEL program. Students will be eligible to complete 9 SCH of graduate course work during their undergraduate enrollment. These 9 semester credit hours will count toward both the completion of their BS and the MSEL degrees. Additionally, students admitted into the program must also take one credit of undergraduate research seminar (EENG 4105) during their senior year. Upon awarding of their BS degree the 9 hours of course work at the graduate level will then transfer into the Graduate Career for the MSEL degree. Student's considering the BS (4+1) pathway must have a cumulative undergraduate GPA of 3.0 or higher and must submit a personal statement for review. Additionally, the student will be required to apply for the 4+1 by the end of their junior year. Students wishing to continue towards the 4+1 completion will be required to enroll in 3 graduate level courses during the fall or spring of

their senior year. These 3 courses should be selected such that they will satisfy the degree requirements for both the undergraduate (BS) degree as well as the MSEL degree.

Transfer of Credit

A student may transfer a maximum of 9 semester hours of graduate credit in which a grade of "B" or better has been earned from approved institutions. Transfer credit is subject to the approval of the program chair.

Student Outcomes

Master of Science in Engineering Leadership students at the time of graduation are expected to:

1. have specialized knowledge in engineering leadership beyond that normally expected at the undergraduate level.
2. be adequately prepared for advanced professional practice.
3. be able to address a complex engineering problem using sound engineering leadership principles and techniques.
4. demonstrate the ability for independent life-long learning.
5. have effective oral, written, and graphical communication skills to meet increasing professional demands.

General Plan of Study

Engineering Leadership Core (9 hrs.)

MSEL 5310	Leading Complex Technical Organizations
MSEL 5320	Engineering Decision Making
MSEL 5330	Systems Engineering and Process Control

Business Courses (choose 3) (9 hrs.)

BLAW 5340	Business Ethics and Compliance
MANA 5305	Decision Making in Operations Management
MANA 5320	Organizational Behavior
MANA 5385	New Venture Commercialization
PADM 5332	Public Budgeting and Finance

NOTE: At least one course must be taken from BLAW 5340 and MANA 5305

Engineering Technical Courses (9 hrs.)

CENG/MENG/EENG/CHEN/ENGR 53xx	Technical Elective
CENG/MENG/EENG/CHEN/ENGR 53xx	Technical Elective
CENG/MENG/EENG/CHEN/ENGR 53xx	Technical Elective

Engineering Leadership Project (3 hrs.)

MSEL 5396	Engineering Leadership Project
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Department of Electrical and Computer Engineering

Dr. Hassan El-Kishky, PE, Chair

The Department of Electrical Engineering offers the Master of Science in Electrical Engineering with three options to earn the degree:

- (1) Thesis option, (2) Non-thesis option, and (3) BSEE / MSEE Straight-through option.

Students may also earn graduate engineering certificates. Completion of a certificate curriculum will be noted on a student's transcript. No diploma is awarded by the university for completing a certificate.

Electrical Engineering M.S.E.E.

Total Semester Credit Hours = 30

Admission Requirements

Students entering the Master of Science in Electrical Engineering (MSEE) program are expected to have a background equivalent to that of students graduating from the Bachelor of Science in Electrical Engineering (BSEE) program offered at The University of Texas at Tyler, or to obtain such background through specified prerequisite coursework.

To be admitted to the MSEE program a student must meet the following admission requirements.

1. Satisfactory grade point average on the student's last four semesters of academic study and last 60 semester credit hours of upper division undergraduate or graduate courses.
2. A bachelor's degree in an Electrical Engineering program accredited by the ABET Engineering Accreditation Commission. Students who have not earned such a degree will be required to complete prerequisite (leveling) coursework before starting the MSEE program as determined by the MSEE Program Coordinator.
3. A demonstrated proficiency in the use of the English language, both spoken and written.
4. Resume.
5. Approval of the MSEE Program Coordinator and the Chair of the Department of Electrical Engineering.

Graduation Requirements

There are three options to earning the Master of Science in Electrical Engineering (MSEE): (1) Thesis option, (2) Non-thesis option and (3) BSEE/MSEE Straight-through option

To graduate the student must earn at least a 3.0 grade point average on all course work attempted toward the MSEE degree, while enrolled in the MSEE program, with the exception of courses from which the student has withdrawn and courses subsequently retaken for grade replacement. Courses not recognized under the MSEE degree plan and transfer courses are not counted in the computation of GPA. No more than three credit hours each, of independent study courses, graduate internship or graduate project (EENG 5393), may be applied towards the degree. The program options and additional degree requirements are as follows:

Thesis Option (30 SCH): Students must successfully complete at least 24 semester credit hours of graduate coursework, successfully complete at least six credit hours of graduate thesis research (EENG 5395 and EENG 5396), successfully prepare a research thesis, and pass a final oral examination that is primarily focused on the research thesis but may also address coursework. The final examination will be administered by the student's graduate academic committee. The coursework requirements are 15 credits in core electrical engineering subjects, 3 credits in advanced mathematics, and 6 credits of approved electives. This program option is intended primarily for students who wish to conduct research and expand electrical engineering knowledge.

Students considering a doctoral program in engineering are strongly encouraged to pursue the thesis option.

Non-Thesis Option (30 SCH): Students must successfully complete at least 30 semester credit hours of graduate coursework. The coursework requirements are 21 credits in core electrical engineering subjects, 3 credits in advanced mathematics, and 6 credits of approved electives. This degree option is intended primarily for students in practice who want to enhance their technical skills.

BSEE / MSEE Straight-through option (30 SCH): This option is available only to UT-Tyler undergraduate students. This option is intended as a “straight-through” BSEE-MSEE program; students must go directly from the BSEE program into the MSEE program and complete the MSEE portion of the program without interruption. Students will be provisionally admitted to and must start the straight-through program in the fall of their senior year. Students will be fully admitted upon satisfactory completion of all BSEE graduation requirements and the MSEE program admission requirements. Students admitted into the program are allowed to take nine credits of graduate course work during their senior year. Students admitted into the program must also take one credit of undergraduate research seminar (EENG 4105). Graduate course work successfully completed during senior year may be counted toward the technical-elective requirements of the BSEE degree. Students must obtain a grade of B or higher in all graduate courses attempted during their senior year. Students must satisfy the coursework requirements for either the Thesis Option or the Non-Thesis Option. Students who do not satisfy the above conditions will not be allowed to continue in the BSEE/MSEE straight-through program.

MSEE Program Outcomes

The Program Outcomes of the MSEE program represent the knowledge, skills, and abilities that graduates are expected to have at the time of completion of their program.

1. **Breadth and Depth:** Students will be able to apply knowledge at a graduate level in two of the following areas: electronics, power systems, controls, advanced engineering mathematics, signal processing, communications, real-time systems, computer systems, electromagnetic and power electronics.
2. **Modern Engineering Tools:** Students will be able to use modern engineering tools for analysis and design as applied to engineering problems.
3. **Advanced Engineering Mathematics:** Students will be able to apply principles of advanced engineering mathematics including probability and statistics to engineering problems.
4. **Systems Design:** Students will be able to apply systems design approaches including modeling and simulation of interacting sub-systems to complex engineering problems.
5. **Design Methods:** Students will be able to demonstrate application of design methodology by comparing and evaluating solutions to engineering problems.
6. **Communication Skills:** Students will demonstrate effective oral, visual and written communication skills from a technical perspective.

Plan of Study Thesis Non Thesis Option

First Semester 9 hrs.

EENG 53xx Technical Elective

EENG 53xx Technical Elective

EENG 53xx Technical Elective

Second Semester 9 hrs.

MATH 5311 Advanced Engineering Math

or

EENG 5307 Introduction to Random Processes

EENG 53xx Technical Elective

EENG 53xx Technical Elective

Third Semester 9 hrs.

EENG 53xx Technical Elective

or

ENG/COSC 53xx Approved Elective (non-EE)

EENG 53xx Technical Elective

or

ENG/COSC 53xx Approved Elective (non-EE)

EENG 53xx Technical Elective (Non-Thesis Option)

or

EENG 5395 Thesis I (Thesis Option)

Fourth Semester 3 hrs.

EENG 53xx Technical Elective (Non-Thesis Option)

or

EENG 5396 Thesis II (Thesis Option)

Plan of Study BSEE MSEE 4 1 Straight through Option

After successful completion of an undergraduate degree including 3 graduate level courses in Electrical Engineering and EENG 4105)

First Semester 3 hrs.

EENG 53xx Technical Elective

or

ENG/COSC 53xx Approved Elective (non-EE)

Second Semester 9 hrs.

EENG 53xx Technical Elective

EENG 53xx Technical Elective

or

ENG/COSC 53xx Approved Elective (non-EE)

EENG 53xx Technical Elective (Non-Thesis Option)

or

EENG 5395 Thesis I (Thesis Option)

Third Semester 9 hrs.

MATH 5311 Advanced Engineering Math

or

EENG 5307 Introduction to Random Processes

EENG 53xx	Technical Elective
EENG 53xx	Technical Elective (Non-Thesis Option)
or	
EENG 5396	Thesis II (Thesis Option)

An annually updated list of approved technical electives and a list of approved courses from outside the Department are available from the Department of Electrical Engineering.

Transfer of Credit

A student may transfer a maximum of nine semester hours of graduate credit in which a grade of "B" or better has been earned from approved institutions. Transfer credit will be subject to the approval of the MSEE Program Coordinator or approval of the Department chair.

Graduate Engineering Certificate in Biosensors and Biotechnology

The Graduate Certificate in Biosensor and Biotechnology provides an understanding of the principles, architecture and applications of biosensors in order to develop and implement systems for biomedical research, public health, food safety, agriculture, forensic, environmental protection, and homeland security.

Admission Requirements

Students will have to follow the procedure for admission and satisfy the requirements for entering the Master of Science in Electrical Engineering (MSEE) program.

Certificate Requirements

The certificate requires students to complete 12 graduate semester credit hours (4 courses) with a grade of B or better in each course. Prerequisites for all certificate courses will apply. Courses completed to obtain this certificate may be used to satisfy MSEE degree requirements but may not be used to satisfy requirements for another certificate program.

Required Courses (6 hours)

EENG 5318	Biosensors and Biosignal Processing
EENG 5341	Biosensor Design

Elective Courses (6 hours)

Two courses must be selected from this list.

EENG 5310	Solid State Devices
EENG 5351	Internet of Things (IoT) Systems
EENG 5342	Optoelectronics and Photonics
EENG 5308	Digital Signal Processing
MENG 5361	Biomechanics
MENG 5362	Biomaterials

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Graduate Engineering Certificate in Internet-of-Things (IoT) and Smart Systems

The Graduate Certificate in Internet-of-Things (IoT) and Smart Systems provides an understanding of technologies, architectures, standards, ecosystem, and regulation in order to develop and implement IoT applications and solutions, for billions of connected devices embedded in smart systems such as modern transportation systems, advanced healthcare systems, and modern retail systems that collect and transmit data and adapt its behavior.

Admission Requirements

Students will have to follow the procedure for admission and satisfy the requirements for entering the Master of Science in Electrical Engineering (MSEE) program.

Certificate Requirements

The certificate requires students to complete 12 graduate semester credit hours (4 courses) with a grade of B or better in each course. Prerequisites for all certificate courses will apply. Courses completed to obtain this certificate may be used to satisfy MSEE degree requirements but may not be used to satisfy requirements for another certificate program.

Required Courses (6 hours)

EENG 5351	Internet of Things (IoT) Systems
EENG 5354	Computer Networks

Elective Courses (6 hours)

Two courses must be selected from this list.

EENG 5319	Neural Networks
EENG 5320	Computer Architecture
EENG 5322	Image Processing
EENG 5331	Digital Communications
EENG 5335	FPGA Design
EENG 5336	Real Time Systems
EENG 5341	Biosensor Design

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Department of Mechanical Engineering

Dr. Nael Barakat, Chair

The Department of Mechanical Engineering offers the Master of Science in Mechanical Engineering degree with two options to earn the degree: (1) the thesis option, (2) the non-thesis option.

Mechanical Engineering M.S.M.E.

Total Semester Credit Hours = 30

Admission Requirements

Students entering the Master of Science in Mechanical Engineering (MSME) program are expected to have a background equivalent to that of students graduating from the Bachelor of Science in Mechanical Engineering (BSME) program offered at The University of Texas at Tyler, or to obtain such background through specified prerequisite coursework.

The Graduate Committee has recommended to change the admission criteria to:

In addition to the general requirements for admission to graduate study, the requirements for admission to the Mechanical Engineering program are as follows:

1. A bachelor's degree from a Mechanical Engineering program accredited by the ABET Engineering Accreditation Commission. Students who have not earned a Mechanical Engineering degree will be required to complete prerequisite (leveling) coursework before starting the MSME program as determined by the MSME Graduate Coordinator. If the degree is granted by a non-ABET accredited university, the approval of the committee and Graduate Coordinator will be required.
2. A demonstrated proficiency in the use of the English language, both spoken and written.
3. Approval of the MSME Graduate Coordinator and the Chair of the Department of Mechanical Engineering.

Graduation Requirements

There are two tracks to earn the Master of Science in Mechanical Engineering (MSME): Regular-Track and Fast-Track (4+1). Both tracks allow the student to select either the Thesis or the Non-thesis option.

Regular-track: This is the common method of starting the MSME degree after a full completion of the BSME degree without any combinations between them.

Fast-track: This is also known as the Five-year BSME/MSME (accelerated BSME/MSME Program) track where undergraduate students in mechanical engineering at UT Tyler can choose to receive a master's degree in a minimum of one additional year after completing the BSME graduation requirements. Students interested in this program must obtain department approval and maintain GPA of 3.0 or higher. They can take up to three graduate courses (nine credit hours) during their undergraduate studies. These courses will be counted toward their undergraduate degree, replacing technical electives, and will also be transferred as graduate courses if they receive a grade "B" or better. These students will also benefit from programs which could be active in their year of admission such as the fast-track Patriot Admit program and a Graduate School application fee waiver. This option is also available to undergraduate students in the Honors Program in mechanical engineering.

The two options to receive the MSME degree are described below:

1. Thesis option. This degree option is intended primarily for students who wish to conduct research and expand mechanical engineering knowledge. Successful completion of thesis is required. This is the only degree option for which graduate assistantship opportunities might be available.
2. Non-thesis option. This degree option is intended primarily for the professional working engineer who wants to further his/her knowledge by taking advanced technical courses. Students who select this option will have the possibility of completing an advanced engineering project.

Regardless of the option selected, a student must complete:

1. A graduate course in advanced mathematics (e.g. MATH 5311) or Analysis, or equivalent, approved by the Graduate Coordinator.
2. At least one of the courses from the following list:
 - a. MENG 5314 - Microelectromechanical Systems (MEMS)

- b. MENG 5328 - Advanced Finite Element Analysis
- c. MENG 5347 - Polymer Science and Engineering

Note: MENG 5328 - Advanced Finite Element Analysis satisfies both requirements.

In a total of thirty hours, at least eighteen hours (including the thesis or project) must be from the Department of Mechanical Engineering, and within the major areas; and at most nine hours may be from an approved list of courses taken outside the department, college, or university. The Department of Mechanical Engineering has identified three major study areas listed below:

1. Thermo-fluids and heat
2. Design and Mechanics
3. Mechanical Systems and Control

Any combination of courses from these areas is allowed for MSME students. However, three courses from one major area would constitute a certificate, and three certificates would fulfill the MSME degree requirements. A project course and an internship course can be taken by permission of the Graduate Coordinator and the Department Chair and would count towards the MSME degree.

To graduate, students must earn at least a 3.0 grade point average on all coursework used for the graduate degree.

The program options and additional degree requirements are as follows:

Thesis Option (30 SCH): Students must successfully complete at least 30 semester hours of graduate credit coursework, including six hours of thesis credits. In addition to the required coursework and thesis, students in this option must successfully pass a proposal and a final oral examination administered by the student's graduate academic committee.

Non-Thesis option (30 SCH): Students must successfully complete at least 30 semester credit hours of graduate coursework, which may include three hours in a project course that culminates in an engineering report on a significant design or analysis project performed by the student, under the supervision of a faculty member. An internship course is also allowed, by permission of the Graduate Coordinator and the Department Chair, to be counted towards the degree.

Regular Track - Plan of Study (30 hrs.)

First Semester (9 hrs.)

MATH 5311	Advanced Math
or	
MENG 53xx	Analysis or Equivalent
and	
MENG 53xx	Technical Elective (Non-Thesis Option)
MENG 53xx	Technical Elective (Non-Thesis Option)
or	
MENG 5395	Thesis I (Thesis Option)
MENG 53xx	Technical Elective

Second Semester (9 hrs.)

MENG 53xx	Technical Elective
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MENG 53xx Technical Elective

MENG 53xx Technical Elective

Third Semester (9 hrs.)

MENG 53xx Technical Elective

MENG 53xx Technical Elective

MENG 53xx Technical Elective

Fast Track - Plan of Study (30 hrs.)

After successful completion of an undergraduate degree including 3 graduate level courses in Mechanical Engineering.

First Semester (3 hrs.)

MENG 53xx Technical Elective (Non-Thesis Option)

or

MENG 5392 Thesis I (Thesis Option)

Second Semester (9 hrs.)

MATH 5311 Advanced Math

or

MENG 53xx Analysis or Equivalent

MENG 53xx Technical Elective

MENG 53xx Technical Elective

Third Semester (9 hrs.)

MENG 53xx Technical Elective

MENG 53xx Technical Elective

MENG 53xx Technical Elective (Non-Thesis Option)

or

MENG 5396 Thesis II (Thesis Option)

Fourth Semester (3 hrs.)

MENG 53xx Technical Elective (Non-Thesis Option)

or

MENG 5396 Thesis II (Thesis Option)

An annually updated list of approved technical electives and a list of approved courses from outside the Department are available from the Department of Mechanical Engineering.

Program Outcomes

1. Apply fundamental knowledge of specialized mechanical engineering concepts and modern engineering tools in solving engineering problems.
2. Demonstrate independent self-learning and research capabilities for solving engineering problems.
3. Recognize their professional responsibility with the society, environment, engineering ethics, and lifelong learning.
4. Demonstrate an ability to effectively communicate results from engineering problems or other intellectual products.

Transfer of Credit

A student may transfer a maximum of 9 semester hours of graduate credit in which a grade of "B" or better has been earned from approved institutions. Transfer credit is subject to the approval of the Graduate Program Coordinator and the departmental chair. Transfer credits will count towards the nine credits allowed from outside the Department of Mechanical Engineering.

THE HEALTH SCIENCE CENTER AT THE UNIVERSITY OF TEXAS AT TYLER

History

The site where the Health Science Center stands today, 614 acres located northeast of Tyler, Texas, is rich in history. Activated in 1943 as Camp Fannin, it began as a World War II infantry-training base where more than 100,000 men were prepared for combat.

The genesis of Health Science Center was established in 1947, when the 50th Texas Legislature chartered it as the East Texas Tuberculosis Sanatorium. It was later designated the East Texas Tuberculosis Hospital and in 1971 renamed the East Texas Chest Hospital by the 62nd Texas Legislature, making it a primary referral facility in Texas for treatment of pulmonary and heart disease. In 1977, the institution joined The University of Texas System, becoming The University of Texas Health Center at Tyler. The primary mission of this academic medical center, governed by the UT System Board of Regents, was three-fold: patient care, research and education in the treatment of pulmonary and heart disease.

In 2020, the UT System Board of Regents announced the consolidation of UT Tyler and The University of Texas Health Science Center at Tyler (HSC) into one institution operating as UT Tyler and announced plans to establish the East Texas School of Medicine. The Southern Association of Schools and Colleges – Commission on Colleges (SACSCOC) Board of Trustees approved the proposal for the merger in December 2020. The UT System Board of Regents named Kirk A. Calhoun, MD, FACP as the fifth President of the new unified UT Tyler in January 2021.

Health Affairs Division

UT Tyler has four outstanding health-related academic schools and colleges in Health Affairs - School of Nursing; Ben and Maytee Fisch College of Pharmacy; School of Health Professions; and the School of Medicine.

GRADUATE SCHOOL OF HEALTH PROFESSIONS

Dr. Theresa Byrd, Dean

School of Health Professions
North Campus, Academic Building (H), Office H205
(903) 877-1414
Theresa.byrd@uttyler.edu

Dr. Gilbert Ramirez, Associate Dean of Operations & Assessment

School of Health Professions
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GilbertRamirez@uttyler.edu

Dr. David Criswell, Assistant Dean of Academic Affairs

School of Health Professions
Main Academic Campus, HPC 3065
(903)- 566-7175
dcriswell@uttyler.edu

Shawnn Casagrande, Executive Assistant

School of Health Professions
North Campus, Academic Building (H), Office H201
903-877-1455
Shawnn.casagrande@uttyler.edu

ACADEMIC DEPARTMENTS

- Department of Public Health Leadership & Analytics
- Department of Kinesiology
- Department of Rehabilitation Sciences

The School of Health Professions offers a student-centered approach to earning a master's degree. In the health industry, a master's degree is the entry point for a professional career.

The Master of Health Administration (MHA) program prepares students for leadership and management positions in healthcare delivery organizations such as hospitals, clinics, and payer organizations such as health insurance companies. Taught by experienced board-certified faculty, the MHA degree is designed to develop the knowledge and skills needed for future leaders to meet the challenges of the health industry in the era of population health and value-based purchasing. The program will enable a career of opportunities and upward progression while providing leadership in the health industry so communities, family, friends, and neighbors are healthy using methods, tools and applications that are efficient, effective and efficacious.

The Rural Population Health Master of Public Health (MPH) program competencies focus on rural community health, addressing the distinct needs of these vulnerable populations. The MPH courses are taught by individuals with notable leadership experience in academia, research,

and state and local public health programs. Our exceptional graduate degree is designed to be accessible to and affordable for students from communities in our region and beyond.

The Master of Occupational Therapy (MOT) program is an entry-level program for Certified Occupational Therapy Assistants (COTAs) with bachelor's degrees who would like to become registered Occupational Therapists (OTRs). Beginning in 2024, students with bachelor's degrees in other disciplines may also apply.

The Department of Kinesiology offers undergraduate degrees in Health, Kinesiology, and Wellness, and a graduate degree in Kinesiology. Our degree programs offer a solid foundation in all aspects of Health and Kinesiology.

Department of Population Health Leadership and Analytics

Dr. Gilbert Ramirez, Chair

Dr. Kimberly Elliott, Program Director & Associate Chair

Dr. Hosik Min, Program Director & Assistant Chair

PROGRAM MANAGER & GRADUATE ACADEMIC ADVISOR

Blair Zdenek, MPH

North Campus Academic Building (H), Office H242

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903-877-5925

DEPARTMENTAL OBJECTIVES

- Provide health instruction targeted at improving the health status of communities, families and individuals.
- Develop initiatives enabling students to address the health challenges of communities, families and individuals.
- Utilize the analytics to identify healthcare trends and inform evidence-based interventions to improve the health of communities, families, and individuals.
- Enhance the leadership and management capacity of the health workforce.

DEPARTMENTAL COURSE OFFERINGS (PBHL, COMH, HPEM, OEHS, HECC)

Courses from this department are available as cores and electives for the Master of Public Health (MPH), the Master of Health Administration (MHA), and Master of Science in Health Science (MSHS) programs. Refer to the program descriptions.

Master of Public Health

PROGRAM DIRECTOR

Hosik Min PhD
School of Health Professions

Main Campus, Herrington Patriot Center (HPC), Office 3075
(903) 877-1439

hmin@uttyler.edu

PROGRAM COORDINATOR

Heather Powell
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(903) 877-5924
Heather.Powell@uttyler.edu

PROGRAM VISION AND MISSION

The Master of Public Health (MPH) program vision is improved health outcomes in rural East Texas and beyond.

The program mission is to educate and train the next generation of public health professionals to serve the community to improve health, and to develop research capacity needed to evaluate and discover new knowledge. The program is designed to develop the knowledge and skills of future leaders to meet the health and safety needs of communities and workplaces with a focus on rural communities.

The program goals to accomplish the defined mission are to:

1. Educate the future public health workforce and leaders to promote wellness and disease prevention in underserved and disparate populations across East Texas and beyond.
2. Build a network of community collaborators focused on SDOH, wellness, and equitable access to health and wellness services throughout East Texas and beyond.
3. Enhance teaching and research infrastructure and programs toward culturally appropriate and equitable access to health and wellness in East Texas and beyond.

PROGRAM ADMISSION PREREQUISITES

To be admitted to the MPH graduate program, a student must hold a bachelor's degree from an accredited institution (or be in final year of study) and have completed:

- Two semesters of science (such as biology, chemistry, environmental science, anatomy, physiology and physics).
- One semester of college algebra or an equivalent course.

PROGRAM ADMISSION REQUIREMENTS

- Students must reside in the continental United States.
- Students must complete the graduate program application for admission into the MPH graduate program (available on the university website).
- Applicants must submit official transcripts from all universities and colleges attended, including community colleges. Applicants should

have an overall GPA of 3.0 on a 4.0 scale. (If you do not meet the minimum GPA requirements, it is possible to be admitted on a probationary status.)

- All applicants must submit three letters of recommendation.

These letters should be written by former professors and/or employers to highlight why you would do well in the MPH graduate program.

NOTE: As part of the application packet, applicants submit a resume, cover letter and personal statement addressing why they are interested in the program, and their goals upon program completion.

THE MPH TUITION SCHOLARSHIP

Depending on availability of funds, the School Health Professions offers a semesterly tuition and fee scholarship on a limited basis to degree-seeking graduate students admitted into the MPH program. These scholarship awards are for \$250 per credit hour (CH) up to 3 CH (\$750) per semester (typically fall and spring) based on availability of funds, number of applicants and the academic merit of the student. If awarded, scholarship funds will be applied to the student's account at the beginning of the award semester. The application period is open for submissions when notices, calls for applications and links to applications are posted on the university's student financial services website.

To be considered for this scholarship, a student must:

1. Be admitted to the UT Tyler MPH degree program (clear or provisional admission as defined in the General Academic Catalog).
2. Be actively pursuing the MPH degree (neither on academic leave of absence nor in absentia).
3. Have met all program prerequisite requirements.
4. Be enrolled in and maintain at least 5 CH in the MPH program during the award semester.

To be awarded a continuing scholarship, the student must additionally:

1. Have satisfactorily completed all previous coursework in the program ("B" or better).
2. Have a current, approved degree plan (on file in the program office).
3. Have maintained the requisite course load for the previous award semester.

If awarded, the student must maintain regular enrolled student status during each semester of the award and must not be on scholastic probation, leave of absence or registered in absentia.

Failure to meet these conditions may result in termination of the scholarship. At the discretion of the committee, the scholarship may be reinstated once the student regains regular student status and/or adequately corrects any academic deficiencies. Students will be notified via their university email when the application becomes available online at: www.uthtc.edu/student-financial-services.

MPH Program Competencies and Curriculum

The Master of Public Health program is a fully online program designed for students to attain depth and breadth in public health, as defined in the foundational competency areas of

- Evidence-based Approaches to Public Health
- Public Health & Health Care Systems
- Planning & Management to Promote Health
- Policy in Public Health

- Leadership
- Communication
- Interprofessional and/or Intersectoral Practice and
- Systems Thinking.

Additionally, graduates of the UT Tyler MPH program can proficiently

1. Analyze health outcomes across varying levels of rurality,
2. Develop intervention recommendations based on the health profile of a rural community,
3. Articulate a personalized leadership framework for addressing population and public health challenges for the future,
4. Develop strategies for obtaining resources for public health programs, projects, and services,
5. Utilize community assessment and analysis tools to address factors that contribute to health variations among populations.

The MPH program is a 42 credit-hour program which requires each student to complete 11 core courses, two experiential courses consisting of an applied practice experience (APE, internship/practicum) and a culminating integrative learning experience (ILE), and one elective course. Students in the MPH program choose electives from Environmental Health Sciences (OEHS), Social and Behavioral Sciences (COMH, ALHS, HECC), Epidemiology & Biostatistics (EPBI), and Healthcare Policy Economics and Management (HPEM), which provide instruction in the traditional Public Health service areas grounding the discipline. Other elective courses may be selected from those offered within the School of Health Professions, the School of Medicine (OEHS, EPBI), or other health-related programs with advisor approval. Electives from other programs and departments must be approved on an individual basis.

Course Requirements for Master of Public Health (42 credit hours)

The MPH program can be completed at your own pace within six years from time of admission. Students traditionally complete the 42-credit hour program on a two-year track. However, it is possible to complete the program on a “fast-track” in as little as 15 months over the course of four semesters, if the student has a strong health background.

Required Core Courses (21 hours)

PBHL 5317	Biostatistics I	3
PBHL 5342	Epidemiology I	3
PBHL 5344	Social and Behavioral Aspects of Community Health	3
PBHL 5330	Health Policy Administration and Management	3
PBHL 5303	Foundations of Environmental Health	3
COMH 5310	Foundations of Program Evaluation	3
COMH 5320	Public Health Communication	3

Rural Population Health Concentration Courses (12 hours)

OEHS 5340	Public Health in Rural Populations	3
COMH 6334	Community Health Analysis and Assessment	3
PBHL 5334	Finance and Resourcing for Public Health Organizations	3
PBHL 6340	Population & Public Health Leadership	3

APE & ILE Courses (6 hours)

PBHL 5350	Internship/Practicum I	3
PBHL 6355	Integrative Learning Experience (ILE) Capstone Course	3
	or	
PBHL 6365	Integrative Learning Experience-Practice-based Project	3

Electives (3 hours)

Students will take a Special Topics course as their one elective. The topic is set to change every term to reflect current issues in Public Health.

PBHL 5300	Special Topics	3
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Master of Health Administration

MHA PROGRAM DIRECTOR

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PROGRAM COORDINATOR

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PROGRAM MISSION

The Master of Health Administration (MHA) program is designed to develop the knowledge and skills needed for future leaders to meet the challenges of the health industry. Students will graduate from the program with marketable skills, qualifications and competencies in five domain areas: measurement and analysis; communication; leadership; law and ethics; and professional development.

PROGRAM GOALS

Graduates of the MHA program will:

- Be able to identify information needs as well as gather and understand relevant data information in order to define a problem, assess a situation and implement a set of metrics.
- Be able to organize, manipulate and use information to assess performance, identify alternative courses of action, investigate hypotheses and accomplish other strategic goals.
- Be able to receive and convey information in ways that encourage continued dialogue among stakeholders. Effective communication involves strong written and oral transmission skills, responsive listening and use of creative strategies for exchanging information.
- Be able to influence others to reach their highest level of effectiveness in achieving common goals, both as individuals and in teams. They will be able to establish direction and engage various constituencies in producing a shared vision of the future, motivating and committing them to action and making them responsible for their performance.
- Have established a high ethical standard and be able to help create a community culture of shared ethical values and legal understanding, and transform those ideals into visions and expected behaviors.
- Be able to excel professionally throughout their career and make meaningful contributions to the field through personal development and organizational improvement.

COMPETENCIES BY DOMAIN

Measurement & Analysis:

1. Identify appropriate sources and gather information effectively and efficiently.

2. Appraise literature and data critically that enhances community health.
3. Develop, understand and use data from performance, surveillance or monitoring systems.
4. Understand and explain financial statements; prepare and manage budgets; make sound, long-term investment decisions (financial analysis).
5. Understand and apply basic statistical methods relevant to public health and health administration practice (statistical analysis).
6. Understand the policy-making process and the role of public health politics; assess a problem and identify and compare potential policy solutions; understand and critically assess methods to evaluate policy impact (policy analysis).
7. Use basic microeconomic theory to understand how the incentives of consumers, providers and payers affect behaviors, costs and other outcomes; understand and apply basic econometric tools for the empirical study of issues in health economics (economic analysis).
8. Analyze, design or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools (operational analysis).
9. Understand and apply basic epidemiologic principles, measures and methods to assess the health status of a population; identify risk factors in individuals and communities; evaluate the impact of population-based interventions and initiatives (population health assessment).
10. Implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders and organizational values (decision-making).

Communication:

1. Convey: Speak and write in a clear, logical and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.
2. Listen: Receive, process and respond appropriately to information conveyed by others.
3. Interact: Perceive and respond appropriately to the spoken, unspoken or partly expressed thoughts, feelings and concerns of others.

Leadership:

1. Organizational Vision: Through effective governance, establish an organization's values, vision and mission; systematically enhance performance and human material and knowledge resources.
2. Strategic Orientation: Analyze the business, demographic, ethnocultural, political and regulatory implications of decisions and develop strategies that continually improve the long-term success, viability of the organization and focus on community health status.
3. Accountability: Hold self and others accountable to standards of performance; encourage commitment to the long-term good of the organization.
4. Change Leadership: Energize stakeholders and sustain their commitment to the organization while adapting to changes in the environmental factors.
5. Collaboration: Work collaboratively with others as part of a team or group, demonstrating a commitment to the team's goal and encouraging individuals to put forth their best effort.
6. Organizational awareness: Understand and learn from governance structures, formal and informal decision-making structures and power relationships in an organization, industry or community.

Law & Ethics:

1. Use legal reasoning as a tool for analysis, communication, strategy and planning.
2. Behave ethically and promote standards of ethical behavior throughout public and healthcare organizations and professional communities.
3. Develop an understanding of state and federal healthcare legislation as it affects healthcare organizations

Professional Development:

1. Actively seek feedback from others, reflecting and learning from the successes and failures of professionals in public health and healthcare.
2. Develop an accurate view of one's own strengths and developmental needs, including the impact one has on others.

PROGRAM ADMISSION PREREQUISITES

To be admitted into the Master of Health Administration program, a student must hold a bachelor's degree from an accredited institution or be in the final year of undergraduate coursework.

PROGRAM ADMISSION REQUIREMENTS

- Students must complete the graduate program application for admission into the MHA graduate program (available on the university website).
- Applicants must submit official transcripts from all universities and colleges attended, including community colleges. Applicants should have an overall GPA of 3.0 on a 4.0 scale. (If you do not meet the minimum GPA requirements, it is possible to be admitted on a probationary status.)
- Although not required, applicants coming directly from a baccalaureate program are strongly encouraged to take the GRE. A minimum combined score of 295 is preferred: 145 on the quantitative section and 150 on the verbal section. (You can sign up for the GRE online (www.ets.org/gre) as well as find out about testing centers and dates. If you have already taken the GRE, this site will allow you to request an official copy of your scores.)
- Additionally, all applicants must submit a cover letter announcing interest in the program; a personal statement addressing the reason for interest in the program and goals upon program completion; a current resume or curriculum vitae outlining education, training and experience; and three letters of recommendation. These letters should be written by former professors and/or employers to highlight why the applicant would do well in the MHA graduate program.
- A personal interview with admission committee member(s) will be required if applicant meets other requirements.

THE MHA TUITION SCHOLARSHIP

Depending on availability of funds, the School of Community and Rural Health offers a semesterly tuition and fee scholarship on a limited basis to degree-seeking graduate students admitted into the MHA program. These scholarship awards are for \$250 per credit hour (CH) up to 3 CH (\$750) per semester (typically fall and spring) based on availability of funds, number of applicants and the academic merit of the student. If awarded, scholarship funds will be applied to the student's account at the beginning of the award semester. A new application is required before each semester.

To be considered for this scholarship, a student must:

1. Be admitted to the Health Science Center at UT Tyler Master of Health Administration degree program (clear or provisional admission as defined in the General Academic Catalog).

2. Be actively pursuing the MHA degree (neither on academic leave of absence nor in absentia).
3. Have met all program prerequisite requirements.
4. Be enrolled in and maintain at least 5 CH in the MHA program during the award semester.

To be awarded a continuing scholarship, the student must additionally:

1. Have satisfactorily completed all previous coursework in the program ("B" or better).
2. Have a current, approved degree plan (on file in the program office).
3. Have maintained the requisite course load for the previous award semester.

If awarded, the student must maintain regular enrolled student status during each semester of the award and must not be on scholastic probation, leave of absence or registered in absentia. Failure to meet these conditions may result in termination of the scholarship. At the discretion of the committee, the scholarship may be reinstated once the student regains regular student status and/or adequately corrects any academic deficiencies.

Students will be notified via their university email when the application becomes available online at: www.uthct.edu/student-financial-services.

MHA Program Courses

All course information, including syllabi and faculty curriculum vitae, can be found online.

HPEM 6340	Leadership Foundations and Strategies for Health	3
HPEM 6370	Healthcare Law and Ethics	3
HPEM 6311	Healthcare Insurance and Revenue Cycle Management	3
HPEM 5317	Health Business Statistics	3
HPEM 5330	Healthcare Delivery Systems and Contemporary Issues	3
HPEM 6310	Healthcare Finance	3
HPEM 6320/HECC 5303	Health Services Research Methods	3
HPEM 6330	The Healthcare Supply Chain	3
	or	
HPEM 6392	Health Operations Management	3
HPEM 6360	Healthcare Marketing and Strategic Planning	3
HPEM 5315	Seminar in International Health	3
	or	
HPEM 5399	Health Administrative Residency/Internship	3
	or	
HPEM 6399	Capstone/Culminating Project Experience	3
Electives		
HPEM 5340	Health Informatics	3
HPEM 5350	Healthcare Human Resources	3
HPEM 5360	Quality Improvement and Efficacy in Health	3
HPEM 6350	Healthcare Economics and Policy	3
HPEM 6380	Integrative Health Enterprise Analytics and Decision Making	3

Sample of a Two-Year Degree Plan for Master of Health Administration (36 hours)

This is the sample degree plan for a full-time student. Students traditionally complete the 36 credit hours on a two-year track. However, the MHA program can be completed at your own pace within six years from time of admission.

Year 1 - Fall

HPEM 6340	Leadership Foundations and Strategies for Health	3
HPEM 5317	Health Business Statistics	3
HPEM 5360	Quality Improvement and Efficacy in Health	3
	or	
HPEM 5340	Health Informatics	3

Year 1 - Spring

HPEM 5330	Healthcare Delivery Systems and Contemporary Issues	3
HPEM 6310	Healthcare Finance	3
HPEM 6360	Healthcare Marketing and Strategic Planning	3

Year 2 - Fall

HPEM 6370	Healthcare Law and Ethics	3
HPEM 6311	Healthcare Insurance and Revenue Cycle Management	3
HPEM 6330	The Healthcare Supply Chain	3
	or	
HPEM 6392	Health Operations Management	3

Year 2 - Spring

HPEM 6320/HECC 5303	Health Services Research Methods	3
HPEM 6350	Healthcare Economics and Policy	3
	or	
HPEM 6380	Integrative Health Enterprise Analytics and Decision Making	3
	or	
HPEM 5350	Healthcare Human Resources	3
HPEM 5315	Seminar in International Health	3
	or	
HPEM 5399	Health Administrative Residency/Internship	3
	or	
HPEM 6399	Capstone/Culminating Project Experience	3

Clinical Research Certificate

The Clinical Research Certificate provides a 12-credit training for individuals with bachelor's degrees, including public health and healthcare professionals, conducting and collaborating on clinical research studies. Courses address fundamentals of epidemiology and biostatistics, clinical trial design, database development, practical aspects of study conduct, research ethics, and regulatory compliance.

Recommended 2-Year Course Schedule

Fall (1st year)

PBHL 5342	Epidemiology I	3
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Spring (1st year)

PBHL 5317	Biostatistics I	3
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Fall (2nd year)

EPBI 6344	Data Management for Biostatistics	3
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Spring (2nd year)

EPBI 5301

Introduction to Clinical Trials

3

Health Sciences M.S.**Total Semester Credit Hours = 36**

The Master of Science (M.S.) in Health Sciences Program is designed to prepare graduates to be effective leaders in the fields of health promotion and disease prevention. This program provides a strong foundation for both professional leadership roles and pursuit of more advanced degrees in the field of health.

The curriculum leading to the M.S. in Health Sciences Degree may be completed entirely online or via a combination of face-to-face and online classes.

Graduates of this program will be prepared to assume leadership roles in: a) planning, implementing and evaluating individual and group needs for interventions aimed at promoting health and preventing disease; b) administering and/or coordinating specialized activities and programs aimed at promoting health and preventing disease; c) communicating health needs, concerns, and resource availability for programs aimed at promoting health and preventing disease; d) critiquing, conducting and contributing to research related to health promotion and disease prevention; and e) serving as advocates for improvements in the fields of health promotion and disease prevention through effective education of individuals, groups, and communities.

The Health Sciences M.S. program is in a teach-out phase and is not accepting new applicants.

Objectives:

At the completion of the Master's program, the graduate should be able to demonstrate the knowledge and skills identified in the seven areas listed below.

1. Content Area

- Critique, conduct and contribute to health-promotion and disease-prevention research.
- Plan, implement, and evaluate health-promotion and disease-prevention interventions.
- Compare and contrast existing health programs and theories, and evaluate their relevance for personal and population health.
- Coordinate specialized health-promotion and disease-prevention activities.

2. Critical Thinking Area

- Assess personal interests and abilities in preparation for selecting an area of specialization in the health field.
- Use analogy, model, and metaphor to organize information in the health sciences.
- Apply statistical, social/political, historical/futurist, and ethical modes of thinking as they pertain to health.
- Evaluate and critique the underlying assumptions of the dominant health-science discourses.
- Analyze and critically assess local, regional, national, and global health issues.

3. Communication Area

- Communicate health needs, concerns, and resource availability for health-promotion and disease-prevention purposes in research format.

- Use analogy, model, and metaphor to communicate meaning in the health sciences
- Communicate health information to diverse groups, for health-promotion and disease-prevention purposes.
- Communicate health needs and concerns to governmental and non-governmental entities involved in establishing or changing health policy.
- Serve as a resource professional for health-promotion and disease-prevention activities.
- Present ideas clearly and effectively in written and oral communications.
- Develop and apply networking skills to create and maintain consultative relationships.

4. Leadership Area

- Demonstrate knowledge of cutting-edge health policies or models.
- Advocate health to peers and family by practicing model health behaviors.
- Function as leaders in supporting health education of individuals, groups and communities.
- Advocate for improvements in the field of health promotion and disease prevention.

5. Ethics/Values Area

- Evaluate moral and ethical conduct using multiple value systems and perspectives.
- Identify ethical issues involved in research, practice, and governance and understand how ethical principles are used to guide professional activities.
- Weigh judgments of detrimental behavior in respect to health outcomes against surrounding determinants of health.

6. Technology Area

- Use statistical computing software to analyze data and display information.
- Use a broad range of technologies in health sciences.
- Evaluate the efficiency and effectiveness of various intervention technologies in health science and promotion.

7. Diversity Area

- Explain the cultural, social, economic, and environmental determinants of health and of health disparities.
- Describe recent trends in health sciences that reveal an association between socioeconomic status and disease or wellness.

Curriculum (36 semester credit hours)**Required core courses (18 hours)**

HECC 5303	Research Design
HECC 5317	Biostatistics
ALHS 5305	Program Design and Evaluation
ALHS 5335	Global Health
ALHS 5347	Epidemiology
ALHS 5365	Theories and Models in Health Behavior

Elective Courses (12 hours approved by adviser)**Thesis or Internship (6 hours)**

HECC 5395	Thesis I and Thesis II or Internship and Internship
HECC 5396	
HECC 5397	
HECC 5398	

In addition to completing the required course work, earning the M.S. Health Sciences Degree requires satisfactory completion of a comprehensive exam in the latter part of the student's program of study if the internship is selected.

Population Healthcare Risk and Value Management Certificate (15 hours)

Gain knowledge, skills and abilities in the essentials of health insurance operations and health care delivery systems within the context of population health and value-based care management. In addition, the complexity of policy, legislation and market forces are presented within the health ecosystem. The emphasis will be on the health insurance operations and healthcare delivery system leadership and management to create a culture of efficiency, effectiveness and efficacy in partnership with public health principles of population health.

The learning objectives are to:

1. Develop expertise in claims management and drive continuous improvements, opening pathways to leadership roles. - With the increasing complexity of healthcare regulations, skilled claims management professionals are in high demand.
2. Master the skills to optimize revenue cycle operations, enhancing your career prospects in healthcare finance. - As healthcare organizations strive for financial efficiency, experts in revenue cycle management are becoming essential.
3. Gain comprehensive knowledge of commercial risk and insurance products in the healthcare industry, preparing for high-demand positions. - The growing focus on risk management and insurance in healthcare creates lucrative opportunities for specialists in this field.
4. Acquire an in-depth understanding of governmental risk and insurance products in the health sector, paving the way for impactful careers in public health and policy. - With the expanding role of government programs in healthcare, there is a rising need for professionals with expertise in this area.

Courses (15 hours)

HPEM 5325	Health Insurance and Managed Care	3
HPEM 5335	Health Insurance Operations	3
HPEM 6340	Leadership Foundations and Strategies for Health	3
HPEM 5330	Healthcare Delivery Systems and Contemporary Issues	3
COMH 6310	Population Health	3

Essentials of Health Insurance and Reimbursement Certificate (15 hours)

Gain knowledge, skills and abilities in the essentials of health insurance and reimbursement for health care delivery services amid the complexity of policy, legislation and market forces. The emphasis will be on the health care delivery system leadership and management to create a culture of efficiency, effectiveness and efficacy in partnership with third party payers and other health insurance providers.

The learning objectives are to:

1. Master the skills to excel in claims management and drive continuous improvement, opening doors to senior roles in healthcare administration.
2. Enhance your expertise in optimizing revenue cycle operations for maximum efficiency, positioning yourself for high-demand roles in healthcare finance.
3. Gain in-depth knowledge of commercial risk management and insurance products in the healthcare industry, preparing for lucrative careers in healthcare consulting and insurance.
4. Develop a comprehensive understanding of risk management and insurance products within the health sector, governmental and commercial, paving the way for impactful roles in public health and policy.
5. Achieve proficiency in managing and streamlining health insurance operations, equipping yourself for leadership positions in insurance companies and healthcare organizations.

Courses (15 hours)

HPEM 5325	Health Insurance and Managed Care	3
HPEM 5335	Health Insurance Operations	3
HPEM 6310	Healthcare Finance	3
HPEM 6311	Healthcare Insurance and Revenue Cycle Management	3
HPEM 6350	Healthcare Economics and Policy	3

Graduate Certificate Program in Global Health (Online)

The Global Health Certificate (GHC) program is designed to advance the knowledge and capabilities of individuals who have a baccalaureate degree and who have an interest in understanding health issues that transcend national boundaries. Learning activities focus on human diversity and are designed to prepare students to better serve the health needs of people at home and abroad. Required and elective course material will address the biological, social, cultural, and environmental determinants of health in sub populations in the United States, such as immigrants, refugees and other minorities. At the global level, students will study diseases and conditions that impact people in lower and middle-income countries, the health systems that serve them, and the available resources for improving their health and wellbeing.

Admission Criteria

The Global Health Certificate Program is not accepting new applicants.

The Curriculum (15 credit hours - 5 courses)

Each required course and elective course has a set of specific student learning objectives (SLO) for GHC students. The objectives emphasize health-related diversity from a global perspective. Students enrolled in the GHC program will be specifically evaluated on their mastering of these objectives in instructor generated quizzes and exams and in a culminating comprehensive final exam.

Required Courses (9 hours - 3 courses)

Note: GHC students must take the courses designated "R1" but may select either of the two courses designated R2.

R1 Courses

ALHS 5335	Global Health
ALHS 5365	Theories and Models in Health Behavior

R2 Courses

ALHS 5305	Program Design and Evaluation
ALHS 5347	Epidemiology

Elective Courses (choose 6 credit hours - 2 courses)

Students are encouraged to use the elective requirements to develop breadth or depth in their particular interest areas.

Note: Credit for required and elective courses may not be awarded for graduate level courses from the student's required core curriculum for a graduate degree program completed at a university other than the University of Tyler at Texas. There may be exceptions to this policy pending approval by the department chair.

ALHS 5323	Global Foodways
ALHS 5336	Exploring Disease and Disability through Literature and Art
ALHS 5326	Health and Human Sexuality
ALHS 5347	Epidemiology

Department of Kinesiology

Dr. David Criswell, Chair

The Department of Kinesiology offers one program leading to a master's degree: Master of Science in Kinesiology.

The M.S. Degree in Kinesiology may be earned entirely via Internet-based delivery. Individual online courses may also be used to fulfill requirements of other degrees, with advisor approval.

For additional information about any programs of the Department of Kinesiology, contact the Department (903-566-7031; www.uttyler.edu/hkdept).

The Department of Kinesiology may limit the number of applicants admitted to a particular degree program for a given semester. Therefore, meeting the minimum requirements for admission does not guarantee admission.

For details about the application process, refer to the Graduate Policies section of this catalog and the Kinesiology Department's website (www.uttyler.edu/hkdept).

Kinesiology M.S.

Total Semester Credit Hours = 30

Kinesiology is the study of movement or exercise. The Master of Science Degree Program in Kinesiology provides advanced study of kinesiology with a core focus on exercise science. The program prepares for a broad range of careers related to exercise or provides foundation for subsequent doctoral study. This degree is also appropriate for clinicians, such as physical therapists and athletic trainers, who want to further their understanding of the science related to their areas of practice.

The curriculum leading to the M.S.-Kinesiology Degree may be completed entirely online or via a combination of face-to-face and online classes. In addition to completing the required course work, earning the M.S.-Kinesiology Degree requires satisfactory completion of

a comprehensive exam in the latter part of the student's program of study if the internship is selected.

Application Deadlines

Fall semester: May 1 (priority deadline); August 1 (absolute deadline)

Spring semester: November 1 (priority deadline); December 1 (absolute deadline)

Summer semester: May 1 (absolute deadline)

Students applying for the New Graduate Student Fellowship (Fall or Spring) should have all application materials submitted before the priority deadline.

Admission Requirements for Kinesiology M.S.

An individual interested in applying for admission to the M.S. Kinesiology program in the Department of Health and Kinesiology should be aware of information and procedures related to graduate studies in general at UT Tyler. In addition to procedures that must be followed to meet requirements of the UT Tyler Graduate School, an applicant must complete and submit the following documents:

- Statement of Goals
- Three reference forms plus accompanying letters of recommendation

All documents must be submitted to the Office of Graduate Admissions (ogs@uttyler.edu).

For full admission to the M.S. Kinesiology degree program in the Department of Health and Kinesiology, ordinarily an applicant must:

1. Have an earned baccalaureate degree from an accredited academic institution in a field closely related to the mission of the intended master's degree program. (Leveling courses may be required for applicants lacking adequate academic preparation.)
2. Submit three strong letters of recommendation from individuals in professional positions who can validly comment on the applicant's suitability for graduate studies in general and for studies in the intended field in particular.
3. Have demonstrated academic achievement and potential as indicated by either a grade point average of at least 3.00 on a 4-point scale for all upper-division undergraduate hours, or acceptable GRE scores, or a combination of upper division grade point average and GRE score.
4. Item 3 will be waived for applicants with graduate degrees from an accredited academic institution.

To discuss the application and admission processes related to the MS Kinesiology program, contact Dr. Scott Spier at sspier@uttyler.edu.

Curriculum (30 semester credit hours)

Required core courses (15 hours)

KINE 5301	Research Design and Analysis
KINE 5307	Motor Control and Learning
KINE 5314	Advanced Exercise Physiology
KINE 5335	Biomechanics
KINE 5341	Sports Nutrition

Concentration Areas (6 hours)

Students may choose one of the following specializations:

Human Performance

KINE 5317	Training Methods
KINE 5318	Environmental Exercise Physiology

Nutrition

KINE 5322	Nutrition, Health, and Disease
KINE 5325	Nutrition for Healthy Aging

Prescribed Electives (3 hours for Thesis students; 6 hours for internship students)

Choose from the following courses:

KINE 5306	Topics in Motor Performance
KINE 5319	Aging and Physical Performance
KINE 5320	Ergogenic Aids

Note: Concentration area courses can be used to satisfy the prescribed electives with advisor approval.

Research or Application (6 hours for Thesis students; 3 hours for internship students)

KINE 5395	Thesis I
KINE 5396	Thesis II
	or
KINE 5370	Internship

4+1 BS Kinesiology / MS Kinesiology

Undergraduate students in Kinesiology may choose this program to complete their master's degree in one additional year. Students accepted into this accelerated program are permitted to take the 3 graduate-level courses listed below (9 semester hours) during their senior year in lieu of the 3 corresponding undergraduate courses required for the Kinesiology BS program. Students may choose thesis or internship under this program.

Graduate courses taken during senior year:

- KINE 5305 (Motor Development) substitutes for KINE 3303 (Motor Development)
- KINE 5307 (Motor Learning) substitutes for KINE 3331 (Human Motor Control and Learning)
 - Note that the Lab class (KINE 3132) is still required.
- KINE 5341 (Sports Nutrition) substitutes for KINE 4321 (Sports Nutrition)
 - Note that KINE 3311 is a prerequisite.

Kinesiology BS students with at least 60 undergraduate credit hours may apply for this program through their Academic Advisor. Admission requirements include:

- Minimum of 3.0 cumulative GPA
- Undergraduate Faculty recommendation
- Department Chair approval
- Academic Dean approval
- Graduate School Dean approval

Department of Rehabilitation Sciences

Dr. Anjali Parti, Chair

aparti@uttyler.edu

ADMINISTRATIVE ASSISTANT III

Brenna Scott Rothrock

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DEPARTMENT OBJECTIVES

- Train future rehabilitation science clinicians and health professionals with applied skills and knowledge that make them immediately marketable and an asset to future employers.
- Provide academic and practical components of rehabilitation sciences that prepares competent graduates to practice the specialty independently.
- Expose students to clinical experiences compliant with program accreditation standards
- Conduct relevant research using appropriate research designs and analytic techniques.
- Promote improved health outcomes serving public health of East Texas, Texas, and the nation
- Lead the region in the investigation for need of rehabilitation sciences
- Disseminate research-based rehabilitation sciences public health information to public and professional audiences

Master of Occupational Therapy

The Master of Occupational Therapy (MOT) program is a Masters program with two pathways offered, COTA-MOT bridge for Certified Occupational Therapy Assistants along with the entry-level pathway for students entering into the Occupational Therapy profession. The bridge program pathway is a hybrid bi-weekly to monthly on campus weekend model for Certified Occupational Therapy Assistants (COTAs) with a bachelor's degree and admission pre-requisites who would like to become registered Occupational Therapists (OTRs). The entry level pathway is a hybrid traditional pathway for a non-COTA bridge student with a bachelor's degree and admission pre-requisites with 7 additional fall credits and begin with a fall start date. The program timeline will be 24 months for both pathways effective Fall 2025.

The occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure

Students admitted to the program will attend six semesters of blended instruction, combining online with on-campus delivery, followed by two, twelve-week fieldwork experiences. These courses and fieldwork experiences allow the student to graduate with the Masters of Occupational Therapy (MOT) degree, and to sit for the National Board of Certification for Occupational Therapy registration exam. Students who obtain a passing score on the exam will become registered occupational therapists (OTRs), eligible for state licensure.

Students will be admitted to the COTA-to-MOT hybrid pathway and traditional on campus entry level pathway once a year in the Fall semester. Seats are limited.

Admission Requirements

- Completed online application to UTT graduate school
- Baccalaureate degree from an accredited institution completed prior to application
- COTAs: One year full-time experience as licensed COTA (or 1500 hours) completed prior to application
- COTAs: Verification of active licensure in good standing for COTAs with active licenses
- Non-COTAs: Observation hours in a minimum of two settings totaling 50 hours
- Overall GPA of 3.0/4 calculated on last 60 credit hours
- Completed Recommendation Form from two licensed OT's with documented supervision of applicant
- Current resume
- Writing sample
- Completion of all prerequisite courses with a grade of B or higher prior to application
- Prerequisite Form
- GRE waived effective 2024, may be requested for applicants with 3.0 GPA or below. Median GPA of applicants is 3.5
- Successful completion of interview with Faculty Admissions Committee

Important Dates for COTA and Non-COTA Applicants

- Applications for Fall start will open in mid-October the year prior
- Application deadline: March 1 of start year, April 1 for entry-level pathway
- Decision deadline: April of start year for COTA-Bridge, May for Entry-level

Degree Requirements

Total credits required = 56 for bridge students and 63 for entry level students (EMOT) effective Fall 2025

- All academic courses must be completed within no more than 36 months.
- All fieldwork experiences must be completed within 24 months of academic coursework completion.
- Fall- Summer active terms for a total of 6 terms, late Summer graduation

Bridge Student Pathway (COTA-MOT) (56 hours)

Fall Term One

OCTH 5310	Principles and Science of Occupational Therapy
OCTH 5300	Applied Neuroanatomy
OCTH 5320	Contextual Movement for Occupational Therapists
OCTH 5315	Research and Knowledge Translation in Occupational Therapy
OCTH 5175	Professional Development Seminar I

Spring Term Two

OCTH 5340	Assessment in Pediatric Practice
OCTH 5325	Conditions & Interventions in Pediatric Practice
OCTH 5260	Advanced Upper Extremity Rehabilitation: Splinting, Assistive Technology and Modalities

OCTH 5180	Professional Development Seminar II
OCTH 5375	Management and Leadership in Occupational Therapy

Summer Term Three

OCTH 5345	Assessment, Conditions and Interventions in Mental Health
OCTH 5235	Health and Wellness in Community-Based Occupational Therapy Practice
OCTH 5185	Professional Development Seminar III

Fall Term Four

OCTH 5350	Assessment in Adult Practice
OCTH 5270	Conditions and Interventions in Older Adults
OCTH 5355	Conditions and Interventions in Young Adults
OCTH 5190	Professional Development Seminar IV

Spring Term Five

OCTH 5860	Level II Fieldwork
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Summer Term Six

OCTH 5862	Level II Fieldwork 2
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Entry Level Occupational Therapy Pathway (EMOT) (63 hours)

Fall Term One

OCTH 5310	Principles and Science of Occupational Therapy
OCTH 5300	Applied Neuroanatomy
OCTH 5211	Introduction to Professional Communication in Occupational Therapy
OCTH 5220	Introduction to Skills Performance and Documentation in Occupational Therapy
OCTH 5302	Introduction to Lifespan Disease Processes
OCTH 5175	Professional Development Seminar I

Spring Term Two

OCTH 5320	Contextual Movement for Occupational Therapists
OCTH 5340	Assessment in Pediatric Practice
OCTH 5325	Conditions & Interventions in Pediatric Practice
OCTH 5260	Advanced Upper Extremity Rehabilitation: Splinting, Assistive Technology and Modalities
OCTH 5315	Research and Knowledge Translation in Occupational Therapy
OCTH 5180	Professional Development Seminar II

Summer Term Three

OCTH 5345	Assessment, Conditions and Interventions in Mental Health
OCTH 5235	Health and Wellness in Community-Based Occupational Therapy Practice
OCTH 5375	Management and Leadership in Occupational Therapy
OCTH 5185	Professional Development Seminar III

Fall Term Four

OCTH 5350	Assessment in Adult Practice
OCTH 5270	Conditions and Interventions in Older Adults
OCTH 5355	Conditions and Interventions in Young Adults
OCTH 5190	Professional Development Seminar IV

Spring Term Five

OCTH 5860	Level II Fieldwork
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Summer Term Six

OCTH 5862	Level II Fieldwork 2
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Master of Science in Speech Language Pathology (MS-SLP)

The Speech Language Pathology M.S. program will be offered in fall 2025 pending approval by the Council on Academic Accreditation – Audiology and Speech Language Pathology.

Total Semester Credit Hours = 54 (45 academic + 9 clinical practicum credits)

The Mission of the UT Tyler Speech-Language Pathology Master's Program is to prepare highly qualified clinicians equipped with the academic knowledge and clinical skills required for the effective assessment, treatment, and prevention of communication and swallowing disorders; and to develop into an indispensable community partner contributing to the health, well-being, and education of East Texas communities and beyond.

The program is full time. It consists of 5 consecutive semesters (including one summer) and must be completed within 2 years. All academic courses and clinical practicum internships are face-to-face. Academic courses will be held in the evening (5:00 PM-7:45 PM) 3 times per week. Students will complete practicum work during the day, at least 3 days a week.

The program is designed for individuals with a bachelor's degree in communication sciences and disorders, and for other individuals with a bachelor's in another field (given that they have completed all the prerequisite/ leveling courses in communication sciences and disorders). The program provides students with the academic and clinical coursework required for pursuing national certification (ASHA certification), state licensure as a speech-language pathologist, and state certification as teacher of the speech and hearing impaired.

The academic course work consists of 45 graduate credit hours in academic courses, in addition to a maximum of 9 credits in clinical practicum. The clinical practicum involves direct delivery of diagnostic and treatment services to patients at the graduate program's Speech-Language-Hearing Clinic and external sites. During practicum internships, students complete the 400 practicum hours. These hours are typically completed over 3 semesters and cover the whole range of communication and swallowing disorders. In cases where students are unable to earn all hours within 3 semesters, they are allowed to enroll in the clinical practicum course beyond the 3 semesters; however, no more than 9 practicum credit hours can be counted toward the degree. If an external site requires commitments exceeding the number of hours sought, the student will be allowed to do so; however, no more than 9 credits will be counted toward the program's 54 credits.

Application Deadlines

Students accepted for fall semester only: December 31 (Priority Deadline) March 15 (absolute deadline)

Students applying for the New Graduate Student Fellowship should have all application materials submitted before the priority deadline.

Admission Requirements for the Master of Science in Speech Language Pathology

In addition to the University's admissions requirements, the new SLP master's program has the following specific requirements:

Basic Application requirements:

- Bachelor's Degree in CSD or bachelor's in another field (given that the applicant has taken all prerequisite communication sciences and disorders coursework)
- GRE:
 - Minimum Overall Score of 300
 - Minimum Verbal Score of 150
 - Minimum Quantitative Score of 150
 - Analytic Writing Score of 3.5-5.0
- GPA: Minimum overall undergraduate GPA of 3.0; and minimum major GPA of 3.0
- 25 hours of clinical observation (obtained as part of a CSD academic course)
- 3 letters of recommendation
- Letter of Intent
- CV/Resume
- Personal Interview
- Official transcript of all undergraduate and graduate courses taken
- Excellent comprehension and production of spoken and written language (including speech articulation, voice, and fluency in American English)
- Functional/normal hearing acuity and auditory processing
- Functional visual acuity and visual processing
- Emotional maturity and stability
- Excellent social communication and interpersonal skills
- Ability to conduct research independently and work under pressure

Prerequisite Undergraduate Coursework:

The following undergraduate courses are required, with a grade of "B-" or better in each course:

- Introduction to Communication Sciences and Disorders
- Anatomy & Physiology of Speech, Language, and Hearing
- Speech & Hearing Science
- Language Acquisition and Development
- Phonetics
- Clinical Procedures (including 25 observation hours)
- Introduction to Audiology
- Neurological Bases of Speech, Language, and Hearing
- Biology (100-level)
- Chemistry OR Physics (100-level)
- Statistics (Elementary level)
- Developmental Psychology OR Child Psychology
- Linguistics

Students can transfer up to 9 graduate credits from an accredited speech language pathology master or doctoral degree program from a university in which they were officially enrolled. Non-degree students can transfer up to 6 graduate credits, given that those credits were completed in an accredited SLP master/doctoral program within the previous 6 years. In all cases, transfer credits are allowed only after the student has successfully completed the first semester in our program. The minimum GPA required for graduation from the program is 3.0, with no grades below "B".

Conditional Acceptance:

The program will consider applications from students who do not have the 25 observation hours or are missing no more than 1 undergraduate course. If these applicants meet all other program criteria and are accepted in the program, their acceptance will be contingent on (a) completing the observation hours or undergraduate course during their first semester, (b) earning a grade of B or above in the course, and (c) the grade they earn does not lower their major GPA.

Conditional Acceptance of Non-Native/Nonstandard English Speakers:

The Program will conditionally admit students who have all basic science and CSD prerequisite coursework, required ESL score, and other Program requirements, but need a short-term program to enhance spoken and/or written language, given that the student completes the Intensive English Language Institute during the summer or during the first semester in the Program.

Additionally, students will be given the opportunity to participate in an accent modification and English language enhancement program at the Program's Speech-Language-Hearing Clinic. If this is the case, the program will be designed and implemented by graduate students under the guidance of academic faculty and clinical educators.

All documents must be submitted online to the Communication Sciences and Disorders Centralized Application Service at <https://www.csdcas.org/> by the deadline.

To discuss the application and admission processes related to this graduate program, please contact CSDCAS or the UT Tyler Office of Graduate Admissions. Specific questions about the program may be directed to Dr. Ahmed Abdelal (Program Director) at aabdelal@uttyler.edu.

Students must complete all required coursework as outlined below, as well as 375 practicum hours (in addition to the 25 observation hours required for admission). These practicum hours must be spent in direct diagnostic and treatment services of all communication disorders and swallowing, and across all ages (from birth through old age).

Detailed Program of Study

Total Required Credit Hours = 54

Fall Semester Year 1 (12 hours)

COMD 5352	Language Disorders in Children- 0-5	3
COMD 5350	Aphasia	3
COMD 5362	Speech Sound Disorders	3
COMD 5354	Clinical Practicum 1	

Spring Semester Year 1 (12 hours)

COMD 5353	Language Disorders in Children- K-12	3
COMD 5361	Motor Speech Disorders	3
COMD 5357	Augmentative and Alternative Communication	3
COMD 5355	Clinical Practicum 2	

Summer Semester Year 1 (12 hours)

COMD 5357	Augmentative and Alternative Communication	3
COMD 5351	Cognitive Communication Disorders	3
COMD 5368	Clinical Practicum 3	3
COMD 5369	Clinical Practicum 4	3

Fall Semester Year 2 (12 hours)

COMD 5363	Voice and Resonance	3
COMD 5364	Fluency Disorders	3
COMD 5670	Advanced Clinical Practicum- Externship 1	6

Spring Semester Year 2 (12 hours)

COMD 5359	Research Methods and Evidence-Based Practice in Communication Disorders	3
COMD 5366	Special Topics in Speech-Language Pathology	3
COMD 5671	Advanced Clinical Practicum- Externship 2	6

Note: Students are allowed to take the practicum courses every semester; however, only 9 credit hours can be counted toward the degree.

GRADUATE SCHOOL OF NURSING

Dr. Jenifer Chilton, Interim Dean

The School of Nursing (SON) offers the PhD in Nursing; Doctor of Nursing Practice; Doctor of Nursing Practice Nurse Anesthesia; Master of Science in Nursing degrees in Administration, Education, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, or Informatics, Quality & Safety; the dual Master of Science in Nursing Administration and Master of Business Administration; and certificate programs in Nursing Administration, Nursing Education, Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Nursing Informatics, Quality & Safety.

Master of Science in Nursing (MSN)

Dr. Beth Mastel-Smith, Assistant Dean for Graduate Programs

Dr. Grace Sun, Assistant Dean for Advanced Practice Programs

The Master of Science in Nursing (MSN) programs are designed to prepare individuals for careers in service, education, and primary care. Emphasis is given to developing the advanced practice skills necessary to provide expert nursing care to clients either directly through clinical practice, or indirectly through the avenues of administration, informatics, or education. Utilizing advanced knowledge and evidence-based decision making, along with a caring philosophy and strengths-based culture, the program prepares individuals to meet the challenges of health-care delivery.

The Master of Science in Nursing programs build on UT Tyler's undergraduate program in nursing and provide a firm foundation for doctoral level education. There are several options for the MSN degree: Administration; Education; Informatics, Quality & Safety Family Nurse Practitioner; and Psychiatric Mental Health Nurse Practitioner. There is also a Nursing Administration Certificate program, Nursing Education Certificate program, a Family Nurse Practitioner Certificate program, a Psychiatric Mental Health Nurse Practitioner Certificate program, an Adult Geriatric Acute Care Nurse Practitioner Certificate program, a Nursing Informatics, Quality & Safety Certificate program, and a coordinated MSN/MBA degree plan.

The MSN-Administration degree equips graduates with leadership and management skills. These skills enable them to serve as a crucial link between the vision and mission of a larger healthcare organization and the unit-based patient care system.

The dual, coordinated MSN-MBA degree prepares the nurse executive to ensure excellence in client care services and to impact the business environment in which nurses practice. This degree plan incorporates content in management, leadership, economics, finance, and marketing into a framework for nursing service and healthcare administration. Students enrolling for this coordinated degree option must meet the admission requirements for both Nursing and Business Administration.

The MSN-Education degree prepares the graduate to apply teaching-learning theory, principles of curriculum development, evaluation methodology and role socialization as a nurse educator in various settings including health-care organizations and institutions of higher learning. The graduate develops expertise as an educator of nursing students, patients, consumers and other individuals and groups.

The MSN-Informatics, Quality & Safety degree prepares graduates as informatics nurse specialists. The graduate develops skills to serve as the essential link among health-care information systems, health-care providers, and consumers.

The MSN-Family Nurse Practitioner degree prepares the graduate for advanced clinical practice roles across the lifespan in various settings. The graduate develops expertise as a primary care provider with advanced practice skills in the assessment and management of health needs as well as in patient education, consultant, and researcher roles.

The MSN-Psychiatric Mental Health Nurse Practitioner degree prepares the graduate for advanced mental health practice roles across the lifespan in various settings. The graduate develops expertise as a psychiatric mental health provider with advanced practice skills in the assessment and management of mental health needs as well as in patient education, consultant, and researcher roles.

The RN-MSN degree option is for RNs with an associate degree who may be eligible for early admission into the nursing non-APRN graduate programs. This includes MSN-Administration, MSN-Education, and MSN-Informatics, Quality, & Safety. Combined credit towards the BSN and MSN degrees is earned expediting time to completion of the MSN.

Objectives

At the completion of the Master of Science in Nursing program, the graduate will be able to:

1. Integrate scientific knowledge and theories from nursing and related disciplines into advanced nursing practice, fostering decision-making and improving person-centered outcomes.
2. Analyze organizational and systems leadership principles to evaluate ethical, safe, and person-centered care across individual, population, and systems levels.
3. Translate, integrate, and apply research evidence to guide decision-making, improve healthcare and practice outcomes.
4. Utilize and evaluate healthcare informatics, digital health technologies, and inter-professional communication to optimize person centered-care.
5. Advocate for improved healthcare delivery and outcomes, promote population health, and advance nursing's influence in healthcare at local, national, and global levels.
6. Demonstrate inter-professional collaboration and leadership skills within healthcare teams to manage care, improve person-centered outcomes, and facilitate effective transitions of care.
7. Promote holistic, preventive, and population-based care, evidence-based practice, and advocacy for health promotion.

Admission Requirements

Students applying for admission to the Master of Science in Nursing program are expected to complete an application for evaluation reflecting the following requirements.

1. Submit a one-page personal statement.
2. Submit transcripts verifying a minimum grade-point average of 3.0 for the last 60 semester credit hours of undergraduate work from a nationally accredited nursing program. Applicants must have degrees from institutions accredited by agencies recognized by the Department of Education. Accreditation must be verifiable through the Department of Education (DOE) database of recognized DOE accrediting agencies.
3. Hold a Bachelor of Science in Nursing (BSN) degree from a nationally accredited nursing program.
4. Complete an undergraduate statistics course with a grade of "C" or better.
5. Show proof of current unencumbered licensure as a Registered Nurse in the state(s) where clinical practicum will occur.
6. Applicants to advanced practice degree programs are strongly recommended to submit a CV or a resume to verify relevant work history per APRN program.

Criminal Background and Urine Drug Screening Checks and CPR Requirements

All applicants who are admitted to an MSN degree program are required to complete a criminal background check and urine drug screening. No student will be allowed entry to a nursing course without a clear report or a letter from the Texas Board of Nursing. Applicants must have current BCLS CPR certification before beginning clinical courses.

Student Health Insurance

The Board of Regents of The University of Texas System mandates health insurance for all health-related students enrolled in a clinical course. Every student must complete the health insurance certification process each term they are enrolled in a clinical course. Students must either provide information about their own coverage or confirm their participation in Academic Health Plans. Charges will show up on student bills until the AHP waiver has been completed and approved.

Semester Credit Hour Limitations

A student may not register for graduate nursing courses unless they are fully or conditionally admitted into the graduate nursing program. Students from other programs may request permission to take a course from the Assistant Dean for Graduate Programs.

Transfer of Credit

A student may transfer a maximum of nine semester hours of graduate credit in which a grade of "B" or better has been earned from approved institutions. Transfer credit is subject to the approval of the Assistant Dean for Graduate Programs. All coursework applied to the degree must be taken within six years.

Degree Requirements for MSN Degrees

Core Courses (15 hours)

The following core courses are for the MSN degree.

NURS 5301	Translational Science I
NURS 5302	Translational Science II
NURS 5321	Health Policy for Population Health
NURS 5324	Health Care Informatics
NURS 5325	Organizational and Systems Leadership

* NURS 5324 course is required for all degree programs except Informatics, Quality, & Safety.

NOTE: All courses have associated practice hours (no direct patient care).

The following courses are taken according to the role the student selects within the MSN options.

MSN-Administration (36 hours)

Dr. Anna Hanson, Coordinator

The MSN-Administration degree requires four theoretical/practicum courses with practice hours associated with it. The student must also select appropriate electives to complete the 36 SCH required for the degree.

MSN Core Courses (15 hours)

Electives (9 hours)

MSN-ADM Required Courses (12 hours)

NURS 5331	Leadership in the Healthcare Environment
NURS 5335	Legal, Regulatory, and Financial Management
NURS 5337	Nursing Administration: Delivery of Care
NURS 5388	Administration Capstone

Note: All courses have associated practice hours, 24 of those hours require clinical placement (no direct patient care).

The Coordinated M.S.N./M.B.A.

Dr. Anna Hanson, Coordinator

Students enrolling for this coordinated degree option must meet the admission requirements listed elsewhere in this catalog for both Business Administration and Nursing. Students complete a total of 63 semester credit hours. In addition to the 36 hours required for the MSN degree, students take 36 hours of coursework for the MBA. Nine of the hours for each degree are shared electives, resulting in the dual degree for 63 hours rather than the 72 hours required if each degree is pursued separately. The MSN and MBA degrees are awarded simultaneously at graduation.

MSN Core Courses (15 hours)

MSN-MBA Required Courses (18 hours)

NURS 5331	Leadership in the Healthcare Environment
NURS 5335	Legal, Regulatory, and Financial Management
NURS 5337	Nursing Administration: Delivery of Care

NOTE: All courses have associated practice hours, 24 of those hours require clinical placement (no direct patient care).

MBA Coursework (36 hours)

The Soules College of Business Graduate Advisor develops the MBA portion of the dual degree plan.

MSN-Education (36 hours)

Dr. Julie George, Coordinator

The MSN-Education degree consists of four required courses (one integrated practice course, two theoretical nursing education courses and one practicum course consisting of 112.5 practicum hours). The student must also select appropriate electives to complete the 36 semester credit hours required for the degree.

MSN Core Courses (15 hours)

Electives (6 hours)

MSN-EDU Required Courses (15 hours)

The Nurse Education degree includes five required courses.

NURS 5327	Nursing Education Curriculum Development
NURS 5328	Evaluation in Nursing Education
NURS 5329	Nurse Educator Role Strategies and Practicum
NURS 5355	Integrated Advanced Health Assessment, Pathophysiology, and Pharmacology
NURS 5382	Nurse Educator Capstone

Note: All courses have associated practice hours starting spring 2026 (no direct patient care).

MSN - Informatics Quality and Safety (36 hours)

Dr. Janice Miles, Coordinator

The MSN Nursing Informatics, Quality & Safety degree requires completion of MSN core course requirements, six courses focusing on nursing informatics, quality and safety, and selection of appropriate electives to complete the 36 semester credit hours required for the degree.

MSN Core Courses (12 hours)

NURS 5301	Translational Science I
NURS 5302	Translational Science II
NURS 5321	Health Policy for Population Health
NURS 5325	Organizational and Systems Leadership

NOTE: All courses have associated practice hours (no direct patient care).

MSN - IQS Elective Courses (6 hours)

MSN - IQS Required Courses (18 hours)

NURS 5381	Healthcare Informatics for the 21st Century
NURS 5383	Applied Informatics: Quality, Safety and Cost
NURS 5385	Information Systems Life Cycle
NURS 5387	Data Analysis and Healthcare Technology
NURS 5389	Informatics, Quality and Safety Capstone
NURS 5390	Informatics, Quality and Safety Practicum

Note: All courses have associated practice hours (no direct patient care). Completion of the practice hours in the MSN Informatics Quality and Safety program fulfills the 200 practice hour eligibility requirements of the American Nurses Credentialing center (ANCC) for taking the certification exam in informatics nursing. The ANCC requirements for the Informatics Nursing Certification (NI-BC TM) are subject to change.

MSN-Family Nurse Practitioner (47 hours)

Dr. Valerie Miller, Coordinator

The Family Nurse Practitioner degree requires a total of 47 semester credit hours and 750 direct patient care clinical hours. .

MSN Core Courses (15 hours)

MSN-FNP Required Courses (32 hours)

NURS 5350	Advanced Pathophysiology
NURS 5352	Advanced Health Assessment for Nurse Practitioners
NURS 5354	Advanced Pharmacotherapeutics
NURS 5339	Diagnostic Methods and Procedures
NURS 5453	FNP Primary Care I
NURS 5454	FNP Primary Care II
NURS 5455	FNP Primary Care III
NURS 5111	The Advanced Practice Role
NURS 5347	FNP Internship I
NURS 5112	Transitions to Practice
NURS 5349	FNP Internship II

NOTE: NURS 5453, NURS 5454, NURS 5455, NURS 5347, NURS 5349 - direct patient care clinical experiences are required for a total of 750 hours.

MSN - Psychiatric Mental Health Nurse Practitioner (49 hours)

Dr. Sandra Kolapo, Coordinator

The Psychiatric Mental Health Nurse Practitioner degree requires a total of 49 semester credit hours and 750 direct patient care clinical hours for the degree.

MSN Core Courses (15 hours)

MSN - PMHNP Required Courses (34 hours)

NURS 5350	Advanced Pathophysiology
NURS 5352	Advanced Health Assessment for Nurse Practitioners
NURS 5354	Advanced Pharmacotherapeutics
NURS 5111	The Advanced Practice Role
NURS 5357	Neurobiology Overview: Mental Health and Illness
NURS 5359	Psychopharmacology: Prescribing Practices in Mental Health
NURS 5363	Differential Diagnosis of Mental Disorders
NURS 5365	Psychotherapeutic Theories and Modalities
NURS 5367	PMHNP Practicum I
NURS 5368	Integrated Mental Health Care I - Adult/Gerontology
NURS 5370	Psychiatric-Mental Health Nurse Practitioner Practicum II
NURS 5373	Integrated Mental Health Care II Capstone

NOTE: NURS 5363, NURS 5365, NURS 5367, NURS 5368, NURS 5370, NURS 5373 - direct patient care clinical experiences for a total of 750 hours.

Graduation Requirements

All candidates for a Master of Science in Nursing degree at The University of Texas at Tyler must meet the following requirements:

- A minimum grade-point of 3.0 on all graduate level work taken at UT Tyler. No course with a grade below “B” may be applied toward this degree.
- Nursing courses within an MSN curriculum may be repeated once; only two courses may be repeated.
- Only two course withdrawals are permitted. Exceptions may be made for extenuating circumstances.
- Satisfactory completion of all degree requirements.

Certificate Programs

The School of Nursing offers six certificate programs: the post-masters certificate in, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, or Adult Gerontology Acute Care Nurse Practitioner and the post-baccalaureate certificate in Administration, Education, or Informatics, Quality, and Safety.

The Nursing Administration Certificate program prepares the post-baccalaureate or higher degree prepared nurses to apply leadership and management skills to become the essential link between the vision and mission of the larger health care organization and the unit-based system of patient care. Resource allocation expertise, using professional skills in assessing and analyzing health care needs in the practice setting, is developed.

The Nursing Education Certificate program prepares the post-baccalaureate or higher degree prepared nurses to apply teaching-learning theory, principles of curriculum development, evaluation methodology, and role socialization as a nurse educator in a variety of settings. The program is designed to provide essential knowledge and skills required by nurse educators and facilitate the transition of the nurse from the clinical setting into the role of nurse educator.

The Nursing Informatics, Quality & Safety Certificate program equips baccalaureate or higher degree-prepared nurses with the skills to leverage evidence-based practice, healthcare technology, and information systems to enhance patient care quality and safety. Participants will develop expertise in quality improvement, database maintenance, data analysis, and project management. This program is ideal for nurses who aspire to leverage informatics to transform patient care and improve health outcomes.

The Family Nurse Practitioner Certificate program prepares the master's-prepared nurse for advanced clinical practice roles across the lifespan in various settings. The nurse develops expertise as a primary care provider with advanced practice skills in the assessment and management of health needs as well as in patient education, consultant and researcher roles.

The Psychiatric Mental Health Nurse Practitioner certificate program prepares the master's prepared nurse for advanced mental health practice roles across the lifespan in various settings. The nurse develops expertise as a psychiatric mental health provider with advanced practice skills in the assessment and management of mental health needs as well as in patient education, consultant and researcher roles.

The Adult Gerontology Acute Care Nurse Practitioner certificate prepares the master's prepared nurse for advanced practice in the acute care setting. The graduate develops expertise as an acute care provider

with advanced practice skills in the assessment and management of acute health conditions, as well as patient education, and consultation.

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Admission Requirements

1. Submit a one-page personal statement.
2. Current unencumbered licensure as a Registered Nurse in the state where practicum will occur.
3. Applicants to Advanced Practice certificate programs are required to have a Master of Science in Nursing degree from a nationally accredited nursing program. Applicants to the Administration, Education, or Nursing Informatics certificate are required to have a Baccalaureate in Nursing or higher degree from a nationally accredited nursing program. All applicants must have degrees from institutions accredited by agencies recognized by the department of education. Accreditation must be verifiable through the Department of Education (DOE) database of recognized DOE accrediting agencies.
4. Applicants to the APRN post-masters certificate programs must have one year of full-time direct patient care within the last four years.
5. APRN Certificate applicants are strongly recommended to submit a CV or resume to verify relevant work history.

Academic Standing

Students in each certificate program must maintain a cumulative grade point average of 3.0 or greater. All other graduate degree regulations and policies are applicable to the certificate program.

Nursing Administration Certificate Program

Dr. Anna Hanson, Coordinator

The Nursing Administration Certificate program prepares the post-baccalaureate or higher degree prepared nurse to apply leadership and management skills to become the essential link between the vision and mission of the larger health care organization and the unit-based system of patient care. Resource allocation expertise, using professional skills in assessing and analyzing healthcare needs in the practice setting, is developed.

Certificate Requirements

Required Courses (9 hrs.)

The following courses must be successfully completed by students in the Nursing Administration Certificate Program:

NURS 5331	Nursing Leadership in the Healthcare Environment
NURS 5335	Legal, Regulatory, and Financial Management
NURS 5337	Nursing Administration: Delivery of Care

NOTE: All courses have associated practice hours, 24 of those hours require clinical placement (no direct patient care) beginning Spring 26.

Completion of the Certificate

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Nursing Education Certificate Program

Dr. Julie George, Coordinator

The Nursing Education Certificate Program is designed to provide nurses with knowledge and skills of adult education designed to address the education issues unique to the nursing profession including client safety, clinical competencies, and requirements of the state board and other accreditation agencies.

The Nursing Education Certificate Program prepares the nurse to apply teaching-learning theory, principles of curriculum development, evaluation methodology, and role socialization as a nurse educator in a variety of settings.

Certificate Requirements

Required Courses (9 hrs.)

The following courses must be successfully completed by students in the Nursing Education Certificate Program:

NURS 5327	Nursing Education Curriculum Development
NURS 5328	Evaluation in Nursing Education
NURS 5329	Nursing Education Strategies and Practicum

NOTE: All courses have associated practice hours beginning spring 2026 (no direct patient care).

Completion of the Certificate

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Nursing Informatics, Quality and Safety Certificate Program

Dr. Janice Miles, Coordinator

The Nursing Informatics, Quality & Safety certificate program requires completion of four courses focusing on nursing informatics, quality and safety.

Certificate Requirements

Required Courses (12 hrs.)

The following courses must be taken by students in the Nursing Informatics, Quality and Safety Certificate Program:

NURS 5381	Nursing Informatics: Roles, Theory, Ethics and Legal Perspectives
NURS 5383	Nursing Informatics: Quality and Safety
NURS 5385	Nursing Informatics Leadership and Project Management
NURS 5387	Data Management and Analysis for Nursing Informatics

Note: All courses have associated practice hours (no direct patient care).

Optional Course (3 hrs.)

NURS 5389	Informatics, Quality and Safety Capstone
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NOTE: In order to meet current American Nurses Credentialing Center (ANCC) educational requirements for taking the certification examination in informatics nursing through academic achievement, the optional practicum course (NURS 5389) must be taken, and 200-hours of practicum experience gained. These requirements are subject to

change based on the requirements set forth by the ANCC at Informatics Nursing Certification (NI-BC™) | ANA (nursingworld.org).

Completion of the practice hours in the MSN Informatics Quality and Safety program fulfills the 200 practice hour eligibility requirements of the American Nurses Credentialing Center (ANCC) for taking the certification exam in informatics nursing. The ANCC requirements for the Informatics Nursing Certification (NI-BC™) are subject to change.

Completion of the Certificate

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Family Nurse Practitioner Certificate Program

Dr. Valerie Miller, Coordinator

For students who already hold a Master of Science in Nursing, the following Family Nurse Practitioner Certificate is available. Family Nurse Practitioner Certificates require completion of 20-29 semester credit hours. Students who have taken Advanced Pathophysiology, Advanced Health Assessment, and Advanced Nursing Pharmacotherapeutics within the past three years are not required to repeat those nine hours of coursework if they can pass an exam demonstrating competency in these areas.

Certificate Requirements

Required Courses (21-32 hrs.)

NURS 5350	Advanced Pathophysiology
NURS 5352	Advanced Health Assessment for Nurse Practitioners
NURS 5354	Advanced Nursing Pharmacotherapeutics
NURS 5339	Diagnostic Methods and Procedures
NURS 5453	FNP Primary Care I
NURS 5454	FNP Primary Care II
NURS 5455	FNP Primary Care III
NURS 5111	The Advanced Practice Role
NURS 5347	FNP Internship I
NURS 5112	Transitions to Practice
NURS 5349	FNP Internship II

NOTE: NURS 5453, NURS 5454, NURS 5455, NURS 5347, NURS 5349 - direct patient care clinical experiences are required for a total of 750 hours.

Completion of the Certificate

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Psychiatric/Mental Health Nurse Practitioner (PMHNP) Certificate Program

Dr. Sandra Kolapo, PMHNP Coordinator

For students who already hold a Master of Science in Nursing, the PMHNP Certificate is available. The PMHNP Certificate requires completion of 34 semester credit hours. Courses in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Nursing Pharmacotherapeutics taken within the past three years must be reviewed and approved by academic advisor/ admission committee. Courses may not be combined 3Ps.

Certificate Requirements**MSN-PMHNP Required Courses (34 hours)**

NURS 5350	Advanced Pathophysiology
NURS 5352	Advanced Health Assessment for Nurse Practitioners
NURS 5354	Advanced Nursing Pharmacotherapeutics
NURS 5111	The Advanced Practice Role
NURS 5357	Neurobiology Overview: Mental Health and Illness
NURS 5359	Psychopharmacology: Prescribing Practices in Mental Health
NURS 5363	Differential Diagnosis of Mental Disorders Across the Lifespan
NURS 5365	Psychotherapeutic Theories and Modalities Across the Lifespan
NURS 5367	PMHNP Practicum I
NURS 5368	Integrated Mental Health Care I - Adult/Gerontology
NURS 5370	Psychiatric-Mental Health Nurse Practitioner Practicum II
NURS 5373	Integrated Mental Health Care II Capstone Pediatric, Adolescent, Family

Note: NURS 5363, NURS 5365, NURS 5367, NURS 5368, NURS 5370, NURS 5373 - direct patient care clinical experiences for a total of 750 hours.

Completion of the Certificate

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate Program**Dr. Teresa Griffin, Coordinator**

The doctoral-level AGACNP Certificate is available for students who already hold a Master of Science in Nursing. However, students must have completed the following graduate-level coursework before starting the AGACNP program:

- Advanced Pathophysiology
- Advanced Health Assessment
- Advanced Pharmacotherapeutics

The AGACNP Certificate requires completion of 30 semester credit hours.

Certificate Requirements**AGACNP Required Courses (30 hours)**

NURS 7351	Principles of Acute Care 1
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NURS 7352	Principles of Acute Care 2
NURS 7353	Principles of Acute Care 3
NURS 7354	Principles of Acute Care 4
NURS 7383	PRACTICUM I FOR THE AGACNP
NURS 7384	PRACTICUM II FOR THE AGACNP
NURS 7385	PRACTICUM III FOR THE AGACNP
NURS 7386	PRACTICUM IV FOR THE AGACNP
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NURS 7387	PRACTICUM V FOR THE AGACNP
NURS 7388	PRACTICUM VI FOR THE AGACNP

NOTE: NURS 7383, NURS 7384, NURS 7385, NURS 7386, NURS 7387, NURS 7388 - direct patient clinical hours for a total of 750 hours.

Completion of the Certificate

All certificates will be awarded by The University of Texas at Tyler and reflected on the student's official transcript once conferred.

Doctoral Programs

The School of Nursing offers three doctorates. The Doctor of Nursing Practice (DNP) and Doctor of Nursing Practice – Nurse Anesthesia (DNP-NA) degrees are practice doctorates while the Doctor of Philosophy Degree (Ph.D.) in Nursing is a research degree. The PhD and DNP programs are offered in an online format and provide advanced education to prepare nurse researchers, advanced

clinicians, and educators for the future. The DNP-NA program is in person and prepares graduates to take the Certified Registered Nurse Anesthetist (CRNA) exam upon completion of the program.

Doctor of Philosophy Degree (Ph.D.) in Nursing**Dr. Beth Mastel-Smith, Program Director****Objectives**

The Ph.D. in Nursing prepares nurse leaders to 1) design and conduct research that contributes to the advancement of nursing science and health innovations; 2) conduct culturally sensitive research to guide evidenced-based practice; 3) incorporate research outcomes to formulate policies pertinent to nursing and global health; and 4) disseminate innovative and creative strategies to improve health through nursing research, practice, and education.

Admission Requirements**Ph.D. in Nursing**

1. A master's degree from a higher education institution that is accredited by a United States Department of Education recognized agency.
2. A current unencumbered license to practice professional nursing.
3. A one-page personal statement.
4. Submission of CV or resume is strongly encouraged.

BSN to Ph.D. in Nursing

1. A bachelor's degree in nursing from a higher education institution that is accredited by a United States Department of Education recognized agency.
2. A grade point average of at least 3.2 for the last 60 hours of undergraduate work.

3. A current unencumbered license to practice professional nursing.
4. A one-page personal statement.
5. A CV or resume is strongly encouraged.

DNP to Ph.D. in Nursing Bridge

1. A Doctor of Nursing Practice (DNP) degree
2. A current unencumbered license to practice professional nursing.
3. A one-page personal statement.
4. Submission of CV or resume is strongly encouraged.

Degree Requirements: M.S.N. - Ph.D.

This degree program is delivered online. Students are required to attend an annual workshop on the UT Tyler campus. Students may be required to be present for other special activities throughout their program of study (e.g., dissertation defense).

1. Minimum Credit Hours (60 hrs.)

- a. Required Courses - 39 hrs.
- b. Electives - 9 hrs.
- c. Dissertation - 12 hrs.

2.

Special degree requirements

For details on university doctoral requirements, see the general graduate section of this catalog and the School of Nursing Student Guide available on the School of Nursing website.

- a. A minimum grade of "B" is necessary in all required courses for the PhD degree. Two course failures (i.e., grade < B) will result in dismissal from the program.
- b. Nursing courses within the Ph.D. curriculum may be repeated only once. A course withdrawal is counted as one course attempt. Exceptions may be made for extenuating circumstances.
- c. The Proficiency Examination is taken after the student has completed a significant portion, if not all, coursework. Students may not advance to candidacy or register for dissertation hours until all coursework is completed, and all portions of the Proficiency Examination have been passed satisfactorily.
- d. Students have a maximum of nine years to complete the program. Students will have five years to complete the program after entering candidacy. Students unable to complete the program within the designated time limits must file for an extension.
- e. A dissertation of original research contributing to the body of knowledge in nursing will be required. Students must enroll for dissertation hours during fall and spring while in the dissertation process. A minimum of 12 hours of dissertation credit is required.
- f. Students must meet all doctoral degree requirements of the University.

3. **Transfer work:** Students may transfer up to twelve hours of coursework with the approval of their advisor and the Doctoral Program Director. Students will be responsible for providing necessary documentation of course equivalency.

Below is a typical outline of program progression for a full-time student.

Year 1

Fall

NURS 6310	Philosophy of Science
NURS 6342	Scholarship in Nursing
NURS 6320	Data Management

Spring

NURS 6312	Theory Construction and Evaluation
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NURS 6321	Foundations of Statistics
NURS 6330	Quantitative Research Designs and Methods

Summer

NURS 6333	Qualitative Research Designs and Methods
NURS 6322	Advanced Statistics

Year 2

Fall

NURS 6324	Advanced Multivariate Statistics
NURS 6352	Health Care Policy Development Elective/Cognate

Spring

NURS 6337	Advanced Research Design and Methods
NURS 6339	Mixed Methods Research Design Elective/Cognate Proficiency Exam

Summer

	Elective/Cognate
NURS 6350	Research in Transcultural Health

Year 3

Fall

NURS 6160-6660	Dissertation
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Spring

NURS 6160-6660	Dissertation
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Degree Requirements: B.S.N.- Ph.D.

Promising BSN prepared nurses will enroll directly into the Ph.D. program with the opportunity to complete the degree in four years of full-time study, rather than the five required if an MSN and Ph.D. were earned sequentially.

This degree program is delivered online. Students are required to attend an annual workshop on the UT Tyler campus. Students may be required to be present for other special activities throughout their program of study (e.g., dissertation defense).

1. Minimum Credit Hours (72 hrs.)

- Required Courses - 51 hrs.
- a. Electives - 9 hrs.
 - b. Dissertation - 12 hrs.

2.

Special degree requirements

For details on university doctoral requirements, see the general graduate section of this catalog and the School of Nursing Student Guide available on the School of Nursing website.

- a. A minimum grade of "B" is necessary in all required courses for the Ph.D. degree. Two course failures (i.e., grade < B) will result in dismissal from the program.
- b. Nursing courses within the Ph.D. curriculum may be repeated only once. A course withdrawal is counted as one course attempt. Exceptions may be made for extenuating circumstances.
- c. The Proficiency Examination is taken after the student has completed a significant portion, if not all, coursework. Students may not advance to candidacy or register for dissertation hours until all coursework is completed, and all portions of the Proficiency Examination have been passed satisfactorily.

- d. Students have a maximum of nine years to complete the program. Students will have five years to complete the program after entering candidacy. Students unable to complete the program within the designated time limits must file for an extension.
 - e. A dissertation of original research contributing to the body of knowledge in nursing will be required. Students must enroll for dissertation hours during fall and spring while in the dissertation process. A minimum of 12 hours of dissertation credit is required.
 - f. Students must meet all doctoral degree requirements of the University.
3. **Transfer work:** Students may transfer up to twelve hours of coursework with the approval of their advisor and the Doctoral Program Director. Students will be responsible for providing necessary documentation of course equivalency.

Below is a typical outline of program progression for a full-time BSN-Ph.D. student.

Year 1

Fall

NURS 6310	Philosophy of Science
NURS 6342	Scholarship in Nursing MSN Specialty Track Elective

NOTE: MSN Specialty Track: Education must take NURS 5355; Informatics must take NURS 5381; Administration must take NURS 5331

Spring

NURS 6312	Theory Construction and Evaluation
NURS 5324	Health Care Informatics MSN Specialty Track Elective

NOTE: MSN Specialty Track: Education must take NURS 5327; Informatics must take NURS 5383; Administration must take NURS 5335

Year 2

Summer

NURS 6333	Qualitative Research Designs and Methods MSN Specialty Track Elective
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NOTE: MSN Specialty Track: Education must take NURS 5328; Informatics must take NURS 5385; Administration must take NURS 5337

Fall

NURS 6320	Data Management MSN Specialty Track Elective Elective/Cognate
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NOTE: MSN Specialty Track: Education must take NURS 5329; Informatics must take NURS 5387; Administration must take elective as approved by program coordinator.

Spring

NURS 6321	Foundations of Statistics
NURS 6352	Health Care Policy Development Elective or Cognate

Year 3

Summer

NURS 6350	Research in Transcultural Health
NURS 6322	Advanced Statistics

Fall

NURS 6324	Advanced Multivariate Statistics
NURS 6330	Quantitative Research Designs and Methods

Spring

NURS 6339	Mixed Methods Research Design
NURS 6337	Advanced Research Design and Methods Doctoral Proficiency Exam

Year 4

Fall

NURS 6660	Dissertation
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Spring

NURS 6660	Dissertation
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Doctor of Nursing Practice (DNP)

Dr. Angie McInnis, DNP Director

Objectives

The DNP prepares nurse leaders as healthcare change agents to:

1. Synthesize scientific knowledge from nursing and related disciplines to develop innovative, evidence-based practice approaches that improve health outcomes and advance the field of nursing.
2. Critically appraise informatics and healthcare technologies to enhance evidence-based strategies that optimize outcomes across the healthcare continuum.
3. Design person-centered initiatives that integrate scientific, theoretical, ethical, and cultural principles to promote compassionate, evidence-based care for individuals, families, and populations.
4. Create inter-professional and community-based collaborations to improve population health and transform healthcare.
5. Evaluate quality and safety initiatives to optimize outcomes across the healthcare continuum, from individuals to systems, using evidence-based practice principles.
6. Design systems-level initiatives that integrate leadership, professionalism, and policy to advance care delivery and address the evolving healthcare needs of diverse populations across the lifespan.
7. Develop a professional practice that exemplifies excellence in individual roles, fostering leadership, personal growth, and scholarship within organizations and the nursing community.

Admission Requirements

1. Submit a one-page personal statement.
2. A master's degree from a college or university approved by a recognized regional accrediting body. Applicants must have degrees from institutions accredited by agencies recognized by the department of education. Accreditation must be verifiable through the Department of Education (DOE) database of recognized DOE accrediting agencies.
3. Show proof of current unencumbered licensure as a Registered Nurse in the state(s) where clinical practicum will occur.
4. Applicants to doctoral degree programs are strongly recommended to submit a CV or a resume to verify relevant work history program.

Degree Requirements

This degree program is delivered online. Students may be required to be present for other activities throughout their program of study (e.g., clinical, on-campus intensives, DNP Project presentation).

1. Minimum Credit Hours (39 hrs.)
 - a. Required Courses - 39 hrs.
2. Special degree requirements (for details on university doctoral requirements, see the general graduate section of this catalog).
 - a. A minimum grade of "B" is necessary in all required courses for the DNP degree. Two course failures (i.e., grade < B) will result in dismissal from the program.
 - b. Nursing courses within the DNP curriculum may be repeated only once. A course withdrawal is counted as one course attempt. Exceptions may be made for extenuating circumstances.
 - c. A DNP Project related to implementation of evidence-based practice and contributing to nursing practice IS required.
 - d. The DNP Scholarly Project, embedded throughout the curriculum, is the culmination of all coursework. Students are not deemed complete in degree requirements until all requirements of the DNP Scholarly Project have been satisfactorily completed.
 - e. Students have a maximum of six years to complete the program. Students unable to complete the program within the designated time limits must file for an extension.
3. Transfer work: Students may transfer up to nine hours of coursework with the approval of their advisor and the DNP Program Director. Students will be responsible for providing necessary documentation of course equivalency.

Below is a typical outline of program progression for a part-time student.

Year 1

Semester 1

NURS 7301	Introduction to DNP Role and Culture
NURS 7302	Foundations of Evidence-based Practice

Semester 2

NURS 7314	Practice Change for DNP Leaders
NURS 7315	Evidence-based Practice 1

Semester 3

NURS 7303	Healthcare Informatics
NURS 7317	Evidence-based Practice II

Year 2

Semester 1

NURS 7371	Organizational and Systems Leadership
NURS 7358	Population Health for DNP Leaders
NURS 7373	Financial & Business Management for DNP Leaders

Semester 2

NURS 7331	Health Policy & Advocacy for DNP Leaders
NURS 7375	Healthcare Quality & Safety for DNP Leaders

Semester 3

NURS 6343	Publishing Scholarly Papers
NURS 7377	DNP Scholarly Synthesis

Doctor of Nursing Practice - Nurse Anesthesia (DNP-NA)

Dr. Martin Rivera, Director

For critical care nurses with CCRN certification, this 36-month, intensive program allows graduates to earn dual certifications simultaneously as an AGACNP and a CRNA. Our Nurse Anesthesia Residents will be well-prepared to face numerous healthcare challenges

from a unique perspective and contribute to the growth of the Nurse Anesthesia profession.

Program Objectives

UT Tyler Nurse Anesthesia Program graduates will demonstrate the following competencies: patient safety, perianesthesia management, critical thinking, communication, leadership, and professional role (2024 Standards for Accreditation of Nurse Anesthesia Programs Practice Doctorate, Section D).

Upon completion of the program, graduates must demonstrate the ability to:

1. Patient Safety
 - a. Be vigilant in the delivery of patient care.
 - b. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
 - c. Conduct a comprehensive and appropriate equipment check
 - d. Protect patients from iatrogenic complications
2. Perianesthesia Management
 - a. Provide individualized care throughout the perianesthesia continuum.
 - b. Deliver culturally competent perianesthesia care.
 - c. Provide anesthesia services to all patients across the lifespan.
 - d. Perform a comprehensive history and physical assessment.
 - e. Administer general anesthesia to patients with a variety of physical conditions
 - f. Administer general anesthesia for a variety of surgical and medically related procedures.
 - g. Administer and manage a variety of regional anesthetics.
 - h. Maintain current certification n ACLS and PALS.
3. Critical Thinking
 - a. Apply knowledge to practice in decision making and problem solving.
 - b. Provide nurse anesthesia services based on evidence-based principles.
 - c. Perform a preanesthetic assessment before providing anesthesia services.
 - d. Assume responsibility and accountability for diagnosis.
 - e. Formulate an anesthesia plan of care before providing anesthesia services.
 - f. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
 - g. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
 - h. Calculate, initiate, and manage fluid and blood component therapy.
 - i. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
 - j. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
 - k. Use science-based theories and concepts to analyze new practice approaches.
 - l. Pass the National Certification Examination (NCE) administered by the NBCRNA.
4. Communication

- a. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
 - b. Utilize interpersonal and communication skills that result in the effective inter-professional exchange of information and collaboration with other healthcare professionals.
 - c. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of inter-professional care.
 - d. Maintain comprehensive, timely, accurate, and legible healthcare records.
 - e. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
 - f. Teach others.
5. Leadership
 - a. Integrate critical and reflective thinking in his or her leadership approach.
 - b. Provide leadership that facilitates inter-professional and inter-professional collaboration.
 6. Professional Role
 - a. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
 - b. Interact on a professional level with integrity.
 - c. Apply ethically sound decision-making processes.
 - d. Function within legal and regulatory requirements.
 - e. Accept responsibility and accountability for his or her practice.
 - f. Provide anesthesia services to patients in a cost-effective manner.
 - g. Demonstrate knowledge of wellness and substance use disorder in the anesthesia profession through completion of content in wellness and substance use disorder.
 - h. Inform the public of the role and practice of the CRNA.
 - i. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
 - j. Advocate for health policy change to improve patient care.
 - k. Advocate for health policy change to advance the specialty of nurse anesthesia.
 - l. Analyze strategies to improve patient outcomes and quality of care.
 - m. Analyze health outcomes in a variety of populations.
 - n. Analyze health outcomes in a variety of clinical settings.
 - o. Analyze health outcomes in a variety of systems.
 - p. Disseminate scholarly work.
 - q. Use information systems/technology to support and improve patient care.
 - r. Use information systems/technology to support and improve healthcare systems.
 - s. Analyze business practices encountered in nurse anesthesia delivery settings.
 4. Must have a current unencumber RN license in the State of Texas or have a compact license with multi-state privileges that includes Texas.
 5. Must have a 3.0 or higher overall GPA in undergraduate studies and graduate studies if applicable. Candidates should also have a science GPA greater than a 3.0.
 6. Required Science courses include Chemistry, Organic Chemistry and/or Biochemistry, and Physics with a B or better.
 7. Basic Statistics course with a B or better.
 8. A Professional Writing Course with a B or better is strongly recommended. Candidate should be familiar with American Psychological Association (APA) style writing.
 9. Minimum of 1-year of current Intensive Care Unit (ICU) experience not including precepting time. Candidates should have a strong professional background as a Registered Nurse (RN) in any current ICU setting demonstrated by their American Association of Critical-Care Nurses (CCRN) certification. All adult, pediatric and Level III and Level IV neonatal ICU experiences will be considered. Please note that Operating Room, Post Anesthesia Care Unit, Emergency Room, and Flight Nursing experience will not be considered as ICU experience.
 10. Graduate Record Exam (GRE) is not required.
 11. Must have successfully completed and possess current Basic Life Support (BLS), Advanced Cardiovascular Life Support (ACLS) and Pediatric Advanced Life Support (PALS) training and submit current proof of each.
 12. 3 Letters of professional recommendations (Supervisor, Manager, CRNA, etc...). Professional recommendations from a peer nursing colleague will not be accepted.
 13. Personal essay in APA style explaining why candidate desires to be a Certified Registered Nurse Anesthetist (CRNA) and the implications in their academic journey of becoming a CRNA.
 14. Shadowing experience with a CRNA. Must have documented experience of a minimum of 40 hours of shadowing a CRNA. Shadowing experiences must be 8–12-hour shifts with more than 1 CRNA.
 15. Updated Resume or CV.
 16. An assessment report on Emotional Intelligence utilizing the recommended questionnaire and submitted with all admissions paperwork. <https://www.talentsmart.com/test/>
 17. Upload all forms and statements to CastleBranch.
 18. All forms must be completed prior to being considered for an interview. Submission of all required forms does not guarantee an interview due to the competitive nature of the program.
 19. The Program does not accept transfer credits from other nurse anesthesia programs. The UT Tyler transfer policy will be followed for non-anesthesia courses. Please visit <https://www.uttyler.edu/admissions-aid/transfer/> for more information.

Admission Requirements

1. Submit a completed graduate application to the university.
2. Must have a Bachelor of Science in Nursing (BSN) from a U.S. Accredited Nursing Program recognized by the Department of Education.
3. International students must follow the Graduate Admission guidelines for UT Tyler. (<https://www.uttyler.edu/admissions-aid/graduate/admission-requirements/index.php>)

Degree Requirements

All candidates for a Doctor of Nursing Practice – Nurse Anesthesia degree at The University of Texas at Tyler must meet the following requirements:

- A minimum grade-point of 3.0 on all graduate level work taken at UT Tyler. No course with a grade below “B” may be applied toward this degree.
- Nursing courses within the DNP NA curriculum may not be repeated.

• Satisfactory completion of all degree requirements, including 114 semester credit hours, 2750 clinical hours (includes CRNA and AGACNP).

Typical Progression:

Year 1

Fall 1

CRNA 7300	Advanced Anatomy, Physiology and Pathophysiology I
CRNA 7321	Advanced Health Assessment & Diagnostics
NURS 5354	Advanced Nursing Pharmacotherapeutics
NURS 7351	Principles of Acute Care 1
NURS 7352	Principles of Acute Care 2

Spring 1

CRNA 7301	Anatomy, Physiology, and Pathophysiology II
NURS 7353	Principles of Acute Care 3
NURS 7354	Principles of Acute Care 4
NURS 7391	Practicum I for the DNP-NA AGACNP

NOTE: NURS 7391 - 375 Clinical Hours

Summer 1

CRNA 7302	Anatomy, Physiology & Pathophysiology III
CRNA 7423	Basic Principles & Techniques in Nurse Anesthesia
CRNA 7305	Advanced Pharmacology for Anesthesia Practice
NURS 7303	Healthcare Informatics
NURS 7392	Practicum II for the DNP-NA AGACNP

Year 2

Fall 2

NURS 7302	Foundations of Evidence-based Practice
NURS 7371	Organizational and Systems Leadership
CRNA 7427	Advanced Principles & Techniques in Nurse Anesthesia
CRNA 7201	Nurse Anesthesia Clinical Residency I

Spring 2

NURS 7315	Evidence-based Practice 1
CRNA 7330	Nurse Anesthesia Practice for Special Populations: OB, PEDS & Geriatrics
CRNA 7308	Biostatistics & Epidemiology for Evidence-Based Practice
CRNA 7403	Nurse Anesthesia Clinical Residency II

Summer 2

NURS 7317	Evidence-based Practice II
CRNA 7340	Nurse Anesthesia Practice for Cardiac, Neuro, & Musculoskeletal Disorders
NURS 7373	Financial & Business Management for DNP Leaders
CRNA 7405	Nurse Anesthesia Clinical Residency III

Year 3

Fall 3

CRNA 7261	Professional Aspect & Ethics in Nurse Anesthesia
CRNA 7200	Nurse Anesthesia Crisis Management I
NURS 7358	Population Health for DNP Leaders
CRNA 7507	Nurse Anesthesia Clinical Residency IV

Spring 3

NURS 7377	DNP Scholarly Synthesis
NURS 7331	Health Policy & Advocacy for DNP Leaders
CRNA 7205	Nurse Anesthesia Crisis Management II
CRNA 7509	Nurse Anesthesia Clinical Residency V

Summer 3

CRNA 7250	Nurse Anesthesia Senior Synthesis
NURS 7375	Healthcare Quality & Safety for DNP Leaders
CRNA 7611	Nurse Anesthesia Clinical Residency VI

Doctor of Nursing Practice-Nurse Anesthesia Adult-Geriatric Acute Care Nurse Practitioner (AGACNP) Certificate Program

Dr. Teresa Griffin, Coordinator

The embedded doctoral-level AGACNP Certificate is available for students enrolled in the Doctor of Nursing Practice-Nurse Anesthesia (DNP-NA AGACNP) program. The DNP-NA AGACNP Certificate requires completion of 18 semester credit hours.

Certificate Requirements

AGACNP Required Courses (18 hours)

NURS 7351	Principles of Acute Care 1
NURS 7352	Principles of Acute Care 2
NURS 7353	Principles of Acute Care 3
NURS 7354	Principles of Acute Care 4
NURS 7391	Practicum I for the DNP-NA AGACNP
NURS 7392	Practicum II for the DNP-NA AGACNP

NOTE: NURS 7391, and NURS 7392 include lab or clinical hours

Completion of the Certificate

The successful completion of 18 semester credit hours is required in the DNP-NA AGACNP Certificate program. Individuals receive college credit for each course completed. These courses will be listed on an official university transcript and a certificate of completion will be awarded by the School of Nursing.

BEN AND MAYTEE FISCH COLLEGE OF PHARMACY

Dr. Pamela Ochoa, Dean

The Ben and Maytee Fisch College of Pharmacy (FCOP) offers a four-year professional doctorate degree program, the Doctor of Pharmacy degree (Pharm.D.). Graduates of the program are eligible to sit for the national licensure examinations. Those who successfully pass the licensure examinations are qualified to work as a pharmacist.

Vision and Mission

Our vision is to foster an expanded community of servant-leaders in pharmacy practice, education, scholarship and service. We reach towards this vision through our mission of cultivating pharmacy professionals and advancing healthcare through collaborative education, scholarship, and service.

Core Values

The College embraces the following core values as part of its academic and professional culture. The core values are used to guide all our interactions with all current and future stakeholders:

- Integrity: we strive to do the right thing;
- Learner-Focused: we provide an environment that supports academic and personal success;
- Resiliency: we improve upon successes, learn from challenges, and grow from the unanticipated.

Pharm.D. Program Learning Outcomes

The Pharm.D. curriculum is designed to develop 15 key skills and characteristics necessary for FCOP graduates to enter the profession and practice at the highest level of their credentials. These Program Learning Outcomes influence the development of curricular, co-curricular, and extracurricular activities within FCOP:

1. Scientific Thinking: Integrate and apply scientific, social-behavioral, and clinical knowledge to make therapeutic decisions and recommendations.
2. Person-centered care: Develop individualized patient health-care plans.
3. Medication use process stewardship: Manage medication use systems to improve healthcare outcomes.
4. Population health and wellness: Promote health and wellness strategies to prevent and manage chronic diseases.
5. Problem solving: Identify and resolve medication-related problems.
6. Advocacy: Advocate for healthcare needs on individual and population-based levels.
7. Interprofessional collaboration: Collaborate in decision making as part of a healthcare team.
8. Cultural and structural humility: Incorporate the traditions of diverse cultural groups into individual and community-based care.
9. Communication: Communicate clearly on a level appropriate for the intended audience.
10. Self-awareness: Identify areas for self-improvement and incorporate constructive feedback into personal and professional development.

11. Leadership: Motivate teams to work towards shared goals.
12. Professionalism: Demonstrate respect for all members of the community.

Doctor of Pharmacy Degree

Pharm.D. Curriculum

The Doctor of Pharmacy curriculum is designed to be completed within four years. The first three professional years of the program are primarily based in the classroom and laboratories on campus at UT Tyler and include foundational and clinical sciences. The fourth professional year is comprised of in-depth practice experiences where students learn at pharmacy practice locations with community practitioners and faculty members.

The full curriculum is available at: <https://www.uttyler.edu/academics/colleges-schools/pharmacy/admissions/curriculum/index.php>.

Didactic Courses

The Pharm.D. curriculum is organized into fall and spring semesters. Globally, the course content in the first year focuses on the foundational sciences. The second and third years of the curriculum focus on the clinical, social and behavioral sciences, pharmacy law, and elective coursework.

Introductory Pharmacy Practice Experiences

Introductory Pharmacy Practice Experiences (IPPEs) are integrated throughout the first, second, and third years of the curriculum. During IPPEs, students rotate through institutional and community pharmacies where they learn from pharmacist preceptors and complete service-learning hours. These experiences provide the opportunity to apply knowledge and skills gained from classroom and laboratory coursework to pharmacy practice. IPPEs provide the breadth of experience to help prepare students for success in Advanced Pharmacy Practice Experiences. Rotations are scheduled based on the availability of sites and preceptors and per the processes outlined in the Experiential Education Manual. Participation in experiential coursework requires an active pharmacist intern license. The FCOP Office of Experiential Education oversees the IPPE curriculum. Students participating in IPPEs are required to adhere to the requirements outlined in the FCOP Experiential Education Manual.

Advanced Pharmacy Practice Experiences

The fourth professional year consists of Advanced Pharmacy Practice Experiences (APPEs) and a pharmacy capstone course. Throughout this final year of the curriculum, students rotate through various pharmacy practice settings. Four core rotations plus three elective rotations are required, each being 6-weeks in length. The four core rotations are: Adult Medicine, Ambulatory Care, Advanced Community, and

Advanced Institution. Elective APPEs must include a minimum of two patient care electives. During APPEs, students are required to attend Back to Campus days in person. Rotations are scheduled based on the availability of sites and preceptors and per the processes outlined in the Experiential Education Manual. Participation in APPEs requires an active pharmacist intern license. The FCOP Office of Experiential Education oversees the APPE curriculum. Students participating in APPEs are required to adhere to the requirements outlined in the FCOP Experiential Education Manual.

Interprofessional Education

The FCOP is dedicated towards our mission of “advancing healthcare through collaborative education.” As a part of these efforts, the College is working with other health science schools/colleges at UT Tyler to develop a full curriculum that involves interprofessional education with other health profession students. These collaborative endeavors are necessary to prepare our graduates for current healthcare environments while also providing them tools that will assist with personal maturation as healthcare continues to evolve.

Because interprofessional collaboration and engagement are imperative competencies in health care, students will be exposed to various interprofessional experiences that will focus on the four Interprofessional Education Collaboration (www.ipecollaborative.org) competency domains:

1. Values and ethics for interprofessional practice: Work with individuals of other professions to maintain a climate of mutual respect and shared values.
2. Roles/responsibilities: Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
3. Interprofessional communication: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
4. Teams and teamwork: Apply relationship-building values and principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

Our framework will utilize these competencies in addition to approaches that focus on strategic growth through the curriculum from exposure to immersion and integration, and finally, to practice.

Healthcare Leadership Concentration (HLC)

Academic Concentrations are advanced studies that foster career development through comprehensive curriculum. The Healthcare Leadership Concentration (HLC) is offered at the graduate level to select health-related degree programs in collaboration with the Soules College of Business. Upon successful completion of the required Healthcare Leadership coursework, as outlined within the catalog, the HLC is indicated on the academic transcript. Grades for individual coursework are awarded as a letter grade, and successful completion of each course requires a grade of “C” or better to be awarded the HLC.

Healthcare Leadership Concentration students are eligible to earn up to 9-credit hours toward the 36-credit hour UT Tyler MBA program;

credits may be applied toward electives for the UT Tyler MHA and MPH with approval from the college in which the degrees are awarded.

The Healthcare Leadership Concentration and Healthcare Leadership Distinction are customized interprofessional education opportunities offered to students, in good academic standing.

Participation in the Healthcare Leadership Concentration is an optional opportunity within the PharmD program and coursework will be used to satisfy elective credits.

The Healthcare Leadership Concentration (HLC) coursework is a component of the Healthcare Leadership Distinction program (HLD); courses are lockstep and program approval is required to enroll.

National Licensing Examinations

The Fisch College of Pharmacy Pharm.D. program provides students with the knowledge needed to pass the North American Pharmacist Licensure Examination (NAPLEX) licensing exam and the Federal and Texas State Laws tested within the Multistate Pharmacy Jurisprudence Examination (MPJE). The program does not provide comprehensive coverage of state laws outside of Texas. Additionally, not all states/territories use the MPJE for their law examinations. The National Association of Boards of Pharmacy maintains a list of states accepting the NAPLEX and MPJE as licensing exams as well as contact information for each board of pharmacy.

Academic Calendar for the Fisch College of Pharmacy

The FCOP academic calendar is available at <https://www.uttyler.edu/academics/academic-calendar.php>.

Academic Honors for the Fisch College of Pharmacy

President’s Honor Roll

Pharm.D. students are not eligible for the President’s Honor Roll.

Dean’s List

To qualify for the FCOP Dean’s List, a Pharm.D. student must complete at least 6 credit hours in the awarding semester with grade point average of at least 3.75. Only those courses within the Pharm.D. curriculum or approved Fisch College of Pharmacy/UT Tyler electives are considered in the grade point average calculations.

Graduation Honors

The FCOP bestows academic honors to Pharm.D. students graduating with a 3.5 or above GPA. Only those courses within the Pharm.D. curriculum or approved Fisch College of Pharmacy/UT Tyler electives are considered in the grade point average calculations.

Summa Cum Laude	3.90 to 4.00
Magna Cum Laude	3.70 to 3.89
Cum Laude	3.50 to 3.69

Rho Chi

Rho Chi is the academic honor society for pharmacy. Students must have completed their second professional year and be in the top 20% of their class to qualify.

Policies for the Fisch College of Pharmacy

Only students admitted to the Pharm.D. program may take classes within the Fisch College of Pharmacy.

Admission Standards for the Pharm.D. Program

The Pharm.D. program begins each fall semester and continues for a total of four academic years. Students with current or previous coursework completed at an ACPE-accredited college of pharmacy and who wish to be admitted as a transfer should refer to the Transfer Student Admissions section.

The admission standards for the Pharm.D. program differ from those for other graduate programs. The FCOP Admissions Committee uses a holistic review process when making admissions decisions. The review primarily focuses on whether a student is a good fit for the profession, the FCOP, and the University. This evaluation includes, but is not limited to: past academic record, prior experience in pharmacy or other healthcare fields, volunteer activities, letters of recommendation, writing skills, math skills, and admission interviews assessments. Residency status (e.g. in-state vs. out-of-state applicants) is not considered in admissions decisions.

All application materials must be submitted through PharmCAS or as directed by the FCOP Office of Student Affairs. Letters of recommendations or other materials received outside of the official application process (e.g. unsolicited letters of recommendations) will be kept in a separate file and not considered in the application process. The Associate Dean of Student Affairs may, when needed, contact the applicant regarding the information received outside of the formal application process.

The submission of documents in support of applications for admission and fellowships such as transcripts, diplomas, test scores, references, essays, or the applications themselves, that are forged, fraudulent, altered from the original, plagiarized, materially incomplete, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by UT Tyler and may be punishable by: a bar on applying for admission, fellowships, suspension, and/or expulsion. Students who submit fraudulent documents are not eligible to reapply.

Application Process

Students may begin applying for admissions to the Pharm.D. program starting in the summer one year before their anticipated year of entry, e.g. for fall 2019, a student can apply starting as soon as summer 2018. To apply for the program, the following requirements must be met by the published deadline:

1. Satisfy the minimum requirements to apply;
2. Complete the PharmCAS application;
3. Submit three letters of recommendation; and
4. Submit official copies of all transcripts.

To be considered for admission, all of the above requirements and an admission interview must be completed. Prerequisite coursework must

be able to be completed by the May 31 immediately preceding entry into the program or the date designated by the FCOP Office of Student Affairs.

Applicants to the FCOP must be eligible for admission to UT Tyler. For example, students barred from applying to UT Tyler or who are ineligible for readmission to UT Tyler will not be considered for admission to the FCOP.

PharmCAS Application: Applicants must apply through PharmCAS at www.pharmacas.org. Applicants should review the FCOP PharmCAS profile and the FCOP website for specific instructions on completing this application.

Letters of Recommendation: Letters should be requested from individuals who know the applicant professionally or academically such as employers, faculty advisors, health care professionals, pharmacists, pre-health advisors, professors (math or science), and/or supervisors. Letters from pharmacists or supervisors are strongly encouraged. Letters from family and/or friends are not accepted. Committee letters and composite letters of reference are also not accepted.

Transcripts: Applicants should submit official transcripts through PharmCAS or as directed by the FCOP Office of Student Affairs. Applicants completing coursework at a foreign institution (including Canada) are required to submit a Foreign Transcript Evaluation Report (FTER) as part of their application. A list of approved FTER providers is available on the FCOP website. The FTER may be submitted through PharmCAS or directly to the FCOP. All foreign transcripts must be evaluated by an approved FTER service provider regardless of date completed or if coursework is being used to satisfy prerequisites. Students with foreign transcripts are encouraged to submit their FTERs well ahead of the posted deadline to allow for the additional time needed to review the FTER.

Transcripts from unaccredited colleges and/or universities will not be considered in the admissions process.

Minimum Requirements to Apply

Applicants must meet the minimum requirements in order to apply to the Pharm.D. program. Exemptions to these requirements are not available.

- GPA (total) = 2.0 or above.
- GPA (prerequisite) = 2.0 or above
 - All prerequisites must be completed with a grade of 'C' or higher.
 - All prerequisite coursework must be completed by the published deadline or as designated by the FCOP Office of Student Affairs.
- Meet the Professional Technical Standards for Admission, Matriculation, and Graduation.

Grade Point Average (GPA) Calculations: In the FCOP, all college coursework, including courses completed at foreign institutions and dual credit will be included in the GPA calculations. Cumulative, prerequisite, and science/math GPA are calculated using a four-point scale (e.g. A: 4 points per semester hour). Grades with pluses or minuses are converted to the corresponding A, B, C or D letter grades. Failing course grades, e.g. 'F', withdraw failing (WF), and no credit (NC), will be calculated as an 'F'. For repeated courses, both the original grade(s) and repeated grade(s) are included. Coursework from

unaccredited colleges and/or universities within the US will not be included in GPA calculations. All other GPA calculations follow the rules outlined by PharmCAS.

Academic Fresh Start: If a candidate has been granted an “Academic Fresh Start” (Texas Education Code, §51.931), those credits and related grades will not be included in the GPA calculations. Please note that courses included in the Academic Fresh Start cannot be used to satisfy program prerequisites.

Prerequisites and Texas Core Curriculum

Students entering the Fisch College of Pharmacy must complete at least two years of pre-pharmacy coursework which includes prerequisite courses and the Texas Core Curriculum. A bachelors degree is not required for entry into the program.

Prerequisite Coursework: Prerequisite or pre-pharmacy coursework provides a solid foundation for the Pharm.D. curriculum and a well-rounded general education. The Accreditation Council for Pharmacy Education recommends chemistry, biology, mathematics, information and communication technologies, physical sciences, and general education courses as a foundation for the Pharm.D. curriculum (ACPE 2016, Standard 16).

Prerequisite courses include:

- General Chemistry I & Lab (4SCH)
- General Chemistry II & Lab (4 SCH)
- Organic Chemistry I & Lab (4 SCH)
- Organic Chemistry II & Lab (4 SCH)
- Biology I & Lab (4 SCH)
- Biology II & Lab (4 SCH)
- Microbiology & Lab (4 SCH)
- Anatomy/Physiology I & Lab* (4 SCH)
- Anatomy/Physiology II & Lab* (4 SCH)
 - *In lieu of the combination of Anatomy and Physiology I and II, separate Anatomy & Lab (4 SCH) and Physiology & Lab (4 SCH) courses may be taken.
- Speech (3 SCH)
- Calculus I (3-4 SCH)

All prerequisite courses are required to be completed at a grade of 'C' or higher. If a lower grade is achieved and the course is retaken the prerequisite is considered complete if the subsequent grade is a 'C' or higher.

Prerequisites may be completed by Advanced Placement (AP), College-Level Examination Program (CLEP), and the International Baccalaureate Program (IB). A specific score is required to receive credit; exam options and required scores are provided by the UT Tyler Office of the Registrar.

Several prerequisite courses (organic chemistry, biology, microbiology, anatomy & physiology, and all accompanying labs) must be completed within seven years of entering the Pharm.D. program.

If a prerequisite is being repeated to satisfy admission requirements, e.g. retaking a course to obtain a 'C' grade or higher or repeating a course taken more than seven years ago, the applicant should check with their college and/or university to review any restrictions regarding enrollment and/or financial aid. If documentation that retaking a course is required

as part of the admission requirements, applicants should contact the FCOP Student Affairs Office.

Prerequisites must be completed by May 31 immediately preceding entry into the program; e.g. for fall 2019, prerequisites must be completed by May 31, 2019. Students may petition the FCOP Office of Student Affairs to take prerequisites in the summer. Requests are reviewed on a case-by-case basis to ensure that the prerequisite can be feasibly completed within the timeframe specified.

Texas Core Curriculum: The Texas Core Curriculum describes the 42-credit hours of general education requirements required of all students receiving a bachelor's degree at a public university in Texas. The Texas Core Curriculum includes courses such as history, government, fine arts, the sciences, communication, and mathematics. Many of the pharmacy prerequisite courses will also satisfy the math and science requirements, including Communication (3 hours), Mathematics (3 hours), Life and Physical Sciences (6 hours), and the Component Area Option STEM (3 hour). Therefore, the typical student may have up to 27 hours of the Core Curriculum left to complete before entering the program.

Applicants who have/will have a bachelor's degree before entering the program are exempt from this requirement. The Texas Core Curriculum is required for both in-state and out-of-state residents.

The FCOP recommends the Texas Core Curriculum be completed prior to starting the program. However, students may take up to 12 semester credit hours during the first two years of the program. These courses are restricted to the following categories: (40) Language, Philosophy, and Culture, (50) Creative Arts, (60) American History, and (70) Government/Political Science. If courses for the Texas Core Curriculum need to be taken during the Pharm.D. program, it is recommended that these classes be completed during the first and/or second summer semester. This will allow students to concentrate on the Pharm.D. curriculum during the fall and spring semesters. All other Texas Core Curriculum courses must be completed prior to entering the Pharm.D. program.

All applicants who are required to complete the Texas Core Curriculum must either (1) complete the Texas Core Curriculum prior to entering the program or (2) complete the Texas Core Curriculum at another college (e.g. during the summer) and submit those transcripts to UT Tyler. Once a student has started the Pharm.D. program, they must meet the UT Tyler-specific Texas Core Curriculum. All pharmacy students must be core complete by the start of the third professional year. For those students completing their Texas Core Curriculum at another institution, UT Tyler will only consider this complete if documented on the official transcript.

Students are responsible for tuition and fees associated with the Texas Core Curriculum courses.

Exemption Requests: Applicants requesting an exemption to the prerequisites or other requirements must submit an Exemption Request form that is available through the FCOP Office of Student Affairs.

Professional Technical Standards for Admission, Matriculation, and Graduation: The standards are established by the FCOP and are based on the physical and mental attributes required of students to function competently as a pharmacist upon graduation.

Pharmacy or Healthcare Experience: Experience in a healthcare-related or pharmacy setting is not required to apply to the Pharm.D. program. However, some pharmacy or healthcare experience is strongly encouraged.

Professional Technical Standards for Admission, Matriculation, and Graduation

The Accreditation Council for Pharmacy Education (ACPE 2011) recommends that the "Professional Technical Standards for Admissions are established by the university, college, or school based on the physical and mental attributes required of students to be able to function competently as a pharmacist upon graduation."

Therefore, the FCOP at UT Tyler has established the following attributes for admission, matriculation, and graduation:

Observation: The student needs to be able to use their sense of vision to observe 1) demonstrations and experiments in both large and small group settings, 2) a patient accurately at a distance and at close range. Sight may be combined with other senses such as hearing, smell, and touch during the observation process.

Communication: The student needs adequate verbal communication (e.g. voice or adaptive voice equipment), reading, writing, and computer abilities to communicate 1) individually and in groups, 2) with patients and caregivers, 3) with other healthcare professionals, 4) with peers and instructors.

Motor skills: The student needs the physical ability and coordination to 1) participate in individual, small, and large group discussions, 2) perform basic physical and health assessment skills, and 3) perform pharmacy-related functions in the classroom, experiential, and service-learning settings.

Intellectual, conceptual, integrative, and quantitative abilities: The student needs the ability to 1) think quickly and in an organized manner, 2) be alert and attentive to surroundings, 3) measure, analyze, and interpret data, 4) process information and apply learned information to new situations, and 5) exhibit reasonable judgment and ethical and professional decision making when in the classroom, experiential, and extracurricular settings.

Behavioral and social attributes: Students need the emotional, mental, and physical health to 1) demonstrate the attributes listed above, 2) adequately function during times of fluctuating workloads and stress, 3) adapt to different learning and healthcare environments, and 4) demonstrate compassion, integrity, and motivation required in the practice of pharmacy.

Students are required to affirm that they meet the Professional Technical Standards prior to matriculation into the program. Students with disabilities should possess these attributes either directly or through fair and reasonable accommodations. The UT Tyler Student Accessibility and Resources Office and the FCOP Office of Student Affairs can assist candidates who have questions or concerns regarding meeting these requirements.

Students enrolled in the Pharm.D. program are required to possess these attributes through all portions of the curriculum. Should a student's ability to demonstrate these attributes change, they should contact the FCOP Office of Student Affairs.

Applicants with Accommodations or Disabilities

The UT Tyler Office of Student Accessibility and Resources assists students in reaching their educational, co-curricular, and social goals. Applicants for admission are welcome to contact their office and/or the FCOP regarding accommodations.

International Applicants

International applicants are considered candidates who are not US citizens and not lawful permanent residents. International applicants may be considered for admission and may have additional requirements:

Social Security Number (SSN): The Texas State Board of Pharmacy (TSBP) requires all pharmacy students to submit an SSN when applying for their pharmacy intern license. SSNs are available to all US citizens, Lawful Permanent Residents, and aliens who are authorized to work in the US.

Additional information on obtaining an SSN as an international student is available through the Social Security Administration website (www.socialsecurity.gov) or by contacting the local Social Security Office. Since admitted students are required to obtain a pharmacy intern license before week 8 of the program, international applicants should begin the process of obtaining an SSN prior to being admitted into the program.

US Work Authorization: In order to obtain an SSN, the international applicant must be able to work within the US when the first professional year starts.

F and J Visas: Applicants with an F or J visa may be considered for admission to the Pharm.D. program. Applicants must also be eligible to work within the US and obtain an SSN. Applicants with other types of visas should contact the FCOP Office of Student Affairs for additional information.

English Proficiency Testing: International applicants may be required to submit an English proficiency assessment. If required, applicants may take the TOEFL, IELTS or PTE exams. The FCOP follows the UT Tyler Graduate International Student Admissions requirements for English proficiency assessments, the minimum scores required, and the list of exemptions for testing. English proficiency scores may be reported to PharmCAS, UT Tyler (TOEFL Code 6850), or to the FCOP directly. To be considered, scores must be within 2 years of entry into the program.

Admission Interviews

The FCOP schedules interview dates throughout the year. This means that as applications are received, the Admissions Committee reviews application files on a rolling basis and invites candidates to an interview. Interviews may be virtual or on-site.

The FCOP interviews include Multiple Mini-Interviews (MMIs), a math and writing assessment, a tour of campus and W.T. Brookshire Hall, and question/answer sessions with current students, current faculty, and the Office of Student Affairs. Applicants are required to provide photo identification (such as a driver's license or university ID) at the interview session.

A Pre-Interview Open House is held the evening before on-site interviews. The evening is designed for candidates and their families to

meet FCOP students, faculty, staff, and pharmacists from the community in an informal setting.

Transfer Student Admissions

Students with advanced standing in a Pharm.D. program at an ACPE-accredited college of pharmacy, may apply to transfer into the FCOP Pharm.D. program. When applying for a transfer, students must submit the following:

- Completed transfer student application;
- A personal statement detailing the reason for applying to transfer into our program;
- Official transcripts from current college of pharmacy;
- Official transcripts from institutions where pre-pharmacy coursework was completed;
- Letter of good academic and professional standing from the Dean or Associate Dean of Academic Affairs of the college of pharmacy currently/ previously enrolled; and
- Three letters of recommendation including two letters from faculty members of the college of pharmacy currently/ previously enrolled and one letter from a pharmacist, work supervisor or preceptor.

Submission Deadlines: The transfer application and supporting documentation must be submitted and postmarked by May 1 (fall start) or September 1 (spring start) of the year the students wishes to transfer. The transfer application and supporting documentation should be mailed to the FCOP Office of Student Affairs.

Important Information Regarding Transfers:

- Transfers are considered on a case-by-case basis, contingent on whether a seat is available.
- Applications will be reviewed by the Assistant/Associate Deans from the Office of Student Affairs, Office of Academic Affairs, Office of Experiential Education, and the Curriculum Committee Chair to decide if the applicant will be invited to interview for the program.
 - Once the transfer applicant has interviewed, the Admissions Committee will determine whether to extend an offer for admission.
- Students may only transfer into the didactic curriculum and are required to be enrolled for a minimum of three years as a full-time student at the FCOP to earn a Pharm.D. degree.
 - Due to differences in pharmacy programs, there is no guarantee a transfer student will enter the PharmD program with the same class standing.
 - Transfer applicants will be informed of advanced standing before invited to interview with the college.
- The FCOP may request a syllabus for each pharmacy course completed at the current/previous college of pharmacy. Applicants should not submit course syllabi unless requested.
- Students applying for a transfer are required to interview and should plan to travel to the Fisch College of Pharmacy at their own expense for an onsite interview.

Program Admission

The FCOP uses a rolling admissions process. After completing an interview session, the FCOP Admissions Committee determines the initial admission status for individual candidates. The most common type of admission is Provisional Admission which indicates that the candidate must still complete several requirements including, but not limited to:

1. completion of all remaining prerequisites at grade of 'C' or higher;

2. successful submission and review of urine drug test and criminal background check; and
3. submission of official transcripts. Applicants offered admission are required to accept or decline the offer within two (2) weeks or by the deadline established by the Office of Student Affairs. A seat deposit of \$200 is required to hold the applicant's place in the class. The seat deposit is not refundable; however, it will be applied to the first tuition bill for those students starting the program.

All applicants are required to complete a criminal background check and urine drug screen prior to being granted Full Admission Status. For additional information, refer to the Criminal Background Check and Drug Screening requirements.

All applicants accepting admission are recommended to attend the JumpStart program in the summer before the fall semester, and must attend the week-long orientation held immediately prior to the start of the fall semester. The dates for JumpStart and orientation will be posted on the FCOP website annually.

The FCOP recognizes three categories of admission to the doctor of pharmacy program: Full Admission, Provisional Admission, and Deferred Admission.

Full Admission

Full Admission status indicates that the candidate has fulfilled all of the following requirements:

- Met the admission standards established for the degree program.
- Submitted official transcripts or foreign transcript evaluation reports for all colleges or universities attended.
- Completed all prerequisite courses at grade of 'C' or higher.
- Submitted acceptable urine drug test and criminal background check.

Provisional Admission

Provisional Admission may be granted to applicants who have submitted all required materials but who do not yet meet the standards for Full Admission. Candidates accepted for admission will typically be offered Provisional Admission and then move to full admission.

International applicants on an F-1 or J-1 visa may be offered Provisional Admission status only if the applicant meets all of the requirements for full admission with the exception of submitting final transcripts.

Deferred Admission

Deferred Admission describes the process when an applicant has been offered admission but needs to delay starting the program until the next academic year. Requests for Deferred Admission are only considered for significant extenuating circumstances and are submitted to the FCOP Office of Student Affairs.

Revoking Admission

An offer of admission may be revoked for reasons that include, but are not limited to: 1) failure to respond to an admission offer or submit the seat deposit within the time frame specified; 2) failure to satisfy criminal background check and/or urine drug screening requirements; 3) failure to maintain Minimum Requirements to Apply to the FCOP including GPA/grade requirements and the ability to meet the Professional Technical Standards for Admission, Matriculation and Graduation; 4)

falsification and misrepresentation of admissions related requirements; or 5) ineligible for admittance to UT Tyler.

Questions regarding the admissions process and admission decisions should be directed to the FCOP Office of Student Affairs. This office can provide information to the applicants regarding the admission decision and when possible, areas to strengthen if the student desires to reapply to the program. Please note, due to the competitive nature of the admissions process, qualified applications may not be offered admission due to space limitations within the program.

Admission Denial Appeal Process

Applicants denied admission may appeal the decision in writing to the FCOP Dean within 14 calendar days of the date on the denial letter. The FCOP Dean, or designee, shall have 30 calendar days to respond in writing to the appeal. Since professional programs are capacity limited, further appeals are not available.

Appeals must be received prior to the term for which the applicant is seeking admission. If there is insufficient time to complete the appeal process before the beginning of the term for which the applicant seeks admission, the admission year may be moved to the next academic year so the case may be reviewed.

Readmission

Students dismissed from the Pharm.D. program must reapply to the program and resubmit all required application materials.

Academic Progression Standards for the Fisch College of Pharmacy

Grading in the Fisch College of Pharmacy

A letter grade equal to or greater than a 'C' is considered satisfactory performance (passing) for completion of a course. The breakdown for assignment of letter grades and grade points for each letter grade are as follows:

Grade	Percent Grade	Grade Points
A	90.0 to 100%	4
B	80.0 to 89.999%	3
C	70.0 to 79.999%	2
D	65 to 69.999%	1
F	Below 64.999%	0

A 'D' or 'F' grade indicates unsatisfactory progress and must be successfully repeated with a grade of 'C' or higher.

Most courses use the traditional grading system, providing grades of A through F. However, grading may take other forms, including:

P/F	Pass/Fail – Passing work is a letter grade of 'C' and above. The FCOP P/F standard differs from the University's standard for passing (i.e., letter grade of 'D' or higher).
CR	Credit with semester credit hours awarded (See Credit/No Credit option policy)
NC	No-credit with no semester credit hours awarded (See Credit/No Credit option policy)
I	Indicates incomplete coursework (See incomplete policy)
W	Indicates withdrawal (See withdrawal policies)
AU	Audit
IP	Indicates In Progress; grade is changed only when coursework sequence is completed

Course components, weighing of assignments used to calculate course grades are outlined in each course syllabus.

Incomplete Grade

Please see the Incomplete Policy in the Graduate Policies Section of this catalog.

Grade Point Average Calculations

Students receiving a 'D' or 'F' grade in a course and who have successfully repeated the same course with a grade of 'C' or higher will have the repeated course grade used in their GPA calculation. The original course grade will appear on the student's transcript but will not be included in the GPA calculations.

Courses transferred in for elective credit (i.e. approved electives from external institutions) are not included in GPA calculations.

Academic Alerts

An academic alert describes a situation wherein a student's academic performance within a course falls below a certain minimum level. An alert may be issued based on a quantifiable assessment (e.g., exam grade, cumulative iRAT score, or total course grade) or be based on observation of behavior, such as concerns about a student's participation in the team environment or absenteeism in excess of the FCOP or course policy.

The purpose of the academic alert is to serve as an "early warning system" and to support the student's success. The alert is designed to allow a student to reflect on their performance and be referred for academic support at any point during the semester. Students on academic alert are notified and must improve their grades or performance during the course. If they do not improve their grades by the end of the semester, they are at risk for being placed on FCOP Academic Probation or Dismissal.

When an academic alert is issued, the following procedure is followed:

- Academic performance is reviewed routinely by Course Coordinators and the FCOP Office of Academic Affairs.
- Students, along with their academic advisor, will be notified of an Academic Alert by the Office of FCOP Academic Affairs when academic performance in a required course falls below 75%.

Students receiving an Academic Alert will be required to:

- Meet with their faculty advisor and Assistant/Associate Dean for Academic Affairs to discuss the reasons for the student's unsatisfactory academic performance
- Develop an action plan for improvement.
- Attend weekly in-course remediation as outlined in the Course Remediation Policy.

Course Remediation Policy

Purpose

The FCOP is dedicated to achieving academic excellence. Students underperforming in a course will be required to participate in an in-course remedial process designed to bring them to the level of competency expected by the end of a course. The primary goal of the remediation process is to assist the student in demonstrating minimum competency by correcting deficits in knowledge, skills, or attitudes through self-directed learning and additional purposeful interactions with course instructors and peer tutors. Remediation is a privilege available for students who meet the qualification criteria outlined below. This remediation policy is intended for the required didactic and laboratory courses in the Pharm.D. curriculum and does not apply to elective, interprofessional education (IPE), experiential (IPPEs or APPEs) courses, or courses taught outside the FCOP.

Course Remediation Policy for Students Entering Fall 2021 and Fall 2022:

Criteria: Students who receive a 'D' grade in up to two different courses during the didactic curriculum are required to remediate or retake the course(s). Students who remediate must have demonstrated regular attendance and fulfilled the terms of all academic alerts. It is the sole responsibility of the student to demonstrate participation in these activities to the FCOP Associate Dean of Academic Affairs and Course Coordinator to qualify for course remediation.

Exclusions: Students who receive an 'F' grade in the course in which remediation is desired, students on academic probation, all elective, interprofessional education (IPE), experiential (IPPEs or APPEs) courses, and courses taught outside the FCOP are excluded from this policy. Only one remediation is allowed per individual course. No more than two remediations will be granted during the didactic curriculum, with no more than two remediations granted per semester. Students are not eligible for course remediation if they have violated UT Tyler Honor Code or FCOP Academic Dishonesty Policy in that course.

Process: Remediation will be provided in the form of self-directed, faculty-supervised, independent study followed by a comprehensive reassessment of the course content. The independent study format will be outlined by the student and the course coordinator. The remediation and subsequent reassessment (or retaking the course) are required for students who meet the aforementioned criteria.

The Course Coordinator will notify the student and the FCOP Office of Academic Affairs when a student's final course grade is a D. Notification will occur within 24 hours of the grades being posted to the learning management system.

- Students will be required to take the remediation and a cumulative course assessment the summer semester immediately following the course. The remediation should be completed within a 6-week period.

- The original course grade will remain on the student's transcript until remediation is complete. This means that if a student is planning on remediating two courses with a 'D' grade and receives a third 'D', all of these grades will be used to determine Academic Probation and Academic Dismissal. Students who do not complete remediation as planned within the 6-week period will receive the original course grade.
- Students remediating a fall course grade will be allowed to progress to the spring semester. Permission is required from the course coordinator to complete any spring course that has the course to be remediated as a prerequisite. The spring course coordinator will consult with the fall course coordinator, Assistant/Associate Dean for Academic Affairs, and/or faculty advisor in determining if completing the spring course is appropriate for the student. The spring course coordinator will provide a summary of the reason(s) for approving or denying the request to complete the spring course to the FCOP Office of Academic Affairs.
- If the student passes remediation with $\geq 70\%$, then a grade of 70% (C) shall replace the summative course grade of 'D' and will serve as the final grade for the course.
- If the student fails the reassessment with $< 70\%$, then the original course grade stands.

Course Remediation Policy for Students Entering Fall 2023 and Beyond:

Definitions:

Summative Assessment: A high-stakes assessment designed to evaluate student learning at the end of an instructional unit by comparing the student's knowledge, skills, or attitudes to an established standard or benchmark that represents competency as specified by the course coordinator and instructors.

Reassessment: The process of repeating an assessment to demonstrate minimum competency as defined by the initial assessment established by the course coordinator and instructors. Reassessment will occur within two weeks from the final course grade posting. A student will only be offered reassessment in up to two courses during the entire Pharm.D. program.

Criteria: Students receiving an academic alert during the semester will be notified by the course coordinator and the Office of Academic Affairs of their requirement for weekly in-course remediation. Notifications will occur after the first summative assessment OR after enough coursework has been completed as determined by the course coordinator and the Office of Academic Affairs.

Exclusions: Students are not eligible for course remediation if they have violated UT Tyler Honor Code or FCOP Academic Dishonesty Policy in that course.

Process: Students and faculty (i.e., course coordinators and instructors) should actively participate in the remediation process. If a student meets the qualification criteria for remediation, the course coordinator, in conjunction with course instructors, will intervene by developing and communicating an individualized supplemental instruction plan to the student that details the following:

1. The number of times and hours per week the student must meet with the course instructor(s).
2. The number of times and hours per week the student must meet with peer tutor(s).

Note: Meeting solely with the peer tutors is not a substitute for

meeting with the course instructors. Peer tutors are intended to be adjuncts to interactions with the course instructors.

3. A list of assignments and activities the student must complete.
4. Deadlines for all assignments and assessments.
5. The course coordinator and the student must complete and sign a form to indicate their agreement with the proposed remediation plan for the student.

Remediation Outcomes on Progression and Academic Standing

In-course remediation aims to ensure that the student has demonstrated minimum competency by the end of a course. The following outcomes, which include participation in the remediation process and performance in the course, will determine the student's progression and academic standing.

Outcome 1: The student obtains a final course grade of 70% or higher (letter grade of 'C').

Impact on Progression and Academic Standing: The student has demonstrated minimum competency. The student retains the final course grade they earned.

Outcome 2: The student obtains a final course grade of 65% to less than 70% (letter grade of 'D'), AND the student has demonstrated active attendance and participation in the weekly remediation sessions as outlined by the course coordinator and instructors and fulfilled the terms of all academic alerts.

Impact on Progression and Academic Standing: The student is eligible for reassessment. A student will only be offered reassessment in up to two courses during the entire Pharm.D. program. If the student obtains 70% or higher on the reassessment, a final course letter grade of 'C' will replace the initial course letter grade of 'D'. Otherwise, the student will retain the final course grade they initially earned, which will be used to determine progression and academic standing.

Outcome 3: The student obtains a final course grade of 65 to less than 70% (letter grade of 'D'), AND the student HAS NOT demonstrated active attendance and participation in the weekly remediation sessions as determined by the course coordinator and instructors or fulfilled the terms of all academic alerts.

Impact on Progression and Academic Standing: The student is not eligible for reassessment and must retake the course at the next offering. The student will retain the final course letter grade they initially earned, which will be used to determine progression and academic standing.

Outcome 4: The student obtains a final course grade of less than 65% (letter grade of 'F').

Impact on Progression and Academic Standing: The student must retake the course at the next offering. The student will retain the final course letter grade they initially earned, which will be used to determine progression and academic standing.

Academic Standing

Academic Standing for Students Entering Fall 2021 and Beyond:

Good Academic Standing: The student has completed all courses in the curriculum up to that point with no unresolved 'D' or 'F' grades.

Resolving 'D' grades requires remediation or retaking the course and earning a grade of 'C' or higher. Resolving 'F' grades requires retaking the course and earning a grade of 'C' or higher.

Academic Probation: The student has one or more grades of 'D' or 'F' which indicates a lack of understanding of fundamental concepts and indicates inadequate academic progression. Students who have earned one 'D' grade or lower will be placed on Academic Probation. Course grades of 'D' or 'F' must be resolved for the student to advance to the next professional year.

Dismissed or Dismissal: The student has not met the College's progression or professional behavior standards and is no longer matriculated is subject to Academic Dismissal. Students who have not successfully earned a minimum grade of at 'C' upon repeating a course are subject to Academic Dismissal. Students who accumulate three 'D' grades or lower; or two 'F' grades are subject to Academic Dismissal.

Effect of Repeated Course Grades on Academic Standing: All 'D' or 'F' course grades, regardless of whether those courses have been successfully remediated, reassessed, or retaken, will be used when determining if the student meets the criteria for Academic Probation or Academic Dismissal.

Unsatisfactory Academic Standing: Unsatisfactory Academic Standing includes, but is not limited to:

- Academic Probation; and
- Academic Dismissal.

Implications of Unsatisfactory Academic Standing: Students with unsatisfactory academic standing will have specific course and graduation restrictions. Students must be in good academic standing before beginning Advanced Pharmacy Practice Experiences (APPEs). A student cannot progress to APPEs until all courses are successfully passed with a grade of 'C' or higher. A student who has completed the professional curriculum, but who does not attain at least a 'C' grade in required and elective pharmacy courses while enrolled in the FCOP, shall not be considered for the Doctor of Pharmacy degree.

A student who is placed on Academic Probation is not permitted to withdraw or drop pharmacy classes unless approved to do so by the Professional and Academic Standards Committee (PASC) in conjunction with the Office of Academic Affairs and the student's academic advisor.

Returning to Good Academic Standing: A student who is on Academic Probation returns to Good Academic Standing when previous 'D' and 'F' coursework is successfully repeated at a grade of 'C' or higher through remediation or by retaking the course.

Students receiving additional 'D' or 'F' grades after returning to Good Academic Standing, may be placed back on Academic Probation or subject to Academic Dismissal based on the total number and type of 'D' and/or 'F' grades.

Academic Probation

Academic Probation from the FCOP places the student on a five-year schedule to complete the program. The program must be completed within five consecutive years of the date of the first day the student begins the program, excluding approved leaves of absence and extensions approved by the Professional and Academic Standards

Committee (PASC). Students unable to complete the program in five years or less because of inadequate academic progression or any other reason shall be dismissed.

A student on Academic Probation will:

- be limited only to the necessary minimum number of course hours required for that session;
- not be permitted to withdraw or drop pharmacy classes unless approved to do so by the Professional and Academic Standards Committee (PASC) in conjunction with the Office of Academic Affairs and the student's academic advisor.
- not be permitted to seek or hold office(s) in any student organization;
- not be permitted to serve as a student member on any standing committee within the college;
- be subject to policies, procedures, and regulations of the University and FCOP Student Handbooks in place at the time of the reinstatement;
- remediate (if applicable) or repeat all courses where a letter grade of 'D' or less was earned, including the first occurrence;
- repeat any course in which a grade of 'C' was earned as decided by the Professional and Academic Standards Committee as part of a revised academic plan. Students may repeat a course only one time. Students placed on Academic Probation must earn a letter grade of 'C' or higher the next time a course is offered to be eligible for reinstatement to Good Academic Standing status. Failure to earn a letter grade of 'C' or higher on a repeated course shall result in Dismissal from the program.

Academic Dismissal

A student will be dismissed from the FCOP if any of the following conditions exist and the PASC determines that dismissal is warranted:

- Failure to meet the terms of Academic Probation;
- Conduct subject to dismissal as described in the University and/or College Academic Honesty/Honor Code section(s) of the Student Handbook; and/or
- Failure to complete the degree requirements in five (5) consecutive academic years from the date of the first day the student begins the program, excluding approved leaves of absence and extensions approved by the Professional and Academic Standards Committee (PASC).

Students dismissed from the FCOP will have their intern license withdrawn from the Texas State Board of Pharmacy.

Progression Policy Appeal Process

Professional and Academic Standards Committee

The FCOP Professional and Academic Standards Committee (PASC) acts on all petitions concerning internal matters within the FCOP regarding academic matters, including, but not limited to: academic probation, academic dismissal, and retroactive course withdrawals. Students may submit a PASC appeal within 14 calendar days of receiving an academic notification. Student appeals of PASC decisions may be submitted in writing to the Dean within 14 calendar days of the date of the PASC notification to the student. A formal response to the appeal will be sent within 30 calendar days of receiving the appeal.

All petitions and appeals to the FCOP's progression policies must be submitted in writing to the PASC. Each student is responsible for submitting his/her own petition. In many instances, the petition must be accompanied by written documentation (e.g., a letter from a

physician documenting chronic illness, copy of a court order, etc.). Failure to provide such documentation may constitute grounds for denial of a petition. Students must consult with their faculty advisors regarding the proper procedure before submitting the initial appeal. Failure to consult the faculty advisor may be sufficient reason to deny convening the committee to hear the appeal.

Any subsequent appeal of a PASC decision shall be treated as a new petition. In the subsequent appeal, the student must submit further evidence of increased hardship or changed conditions for it to be considered.

Appeal of Academic Probation: There is no appeal process for to be removed from Academic Probation. The student may appeal to the PASC regarding the terms of the Academic Probation. All PASC appeals must be submitted within 14 calendar days of notification of academic status. The PASC will render a decision within 30 calendar days of receiving the appeal.

Appeal of Dismissal: Students dismissed from the Pharm.D. program may appeal the decision to dismiss to the PASC. Appeals must be submitted within 14 calendar days of dismissal. The PASC will render a decision within 30 calendar days of receiving the appeal.

Following a PASC decision, the student can appeal that decision to the FCOP Dean. The appeal must be in writing and submitted within 14 calendar days. The Dean will render a decision in writing within 30 calendar days of receipt of the formal written appeal. The Dean's decision is final.

Comprehensive Assessments Policy

At the end of the first, second, and third professional years, FCOP administers a comprehensive assessment to evaluate the student's knowledge, skills, or attitudes in the pharmacy program.

- P1 comprehensive assessment is given after the first professional year (P1)
- P2 comprehensive assessment is given after the second professional year (P2)
- P3 comprehensive assessment is given after the third professional year (P3)

The FCOP Office of Academic Affairs (OAA) will determine the timeline in which P1, P2, and P3 comprehensive assessments, remediation, and retakes occur and the required minimum competency for a given comprehensive assessment.

Implications of Unsatisfactory Performance: Unsatisfactory performance on a comprehensive assessment means that a student's score falls below the minimum score set forth by the FCOP Assessment Committee and Office of Academic Affairs. Students must receive a passing score on their P1 and P2 comprehensive assessments or retakes to advance to the P2 and P3 years, respectively. Students must receive a passing score on their P3 comprehensive assessment or retake to progress to their Advanced Pharmacy Practice Experiences (APPEs).

Comprehensive Assessment Remediation: Students with unsatisfactory performance on the P1, P2, or P3 comprehensive assessments must: 1) follow a remediation plan developed by the FCOP Office of Academic Affairs in coordination with the faculty and 2) retake and achieve a passing score on the comprehensive assessment before advancing further in the program. The primary goal of

remediation is to assist the student in correcting deficits in knowledge in preparation for subsequent academic years, APPEs, and the North American Pharmacist Licensure Examination® (NAPLEX®). Comprehensive assessment remediation is used exclusively with the comprehensive assessments referred to in this policy; therefore, no other remediation/reassessment policies apply.

Process:

1. P1 students will take the P1 comprehensive assessment in the P1 spring semester.
 - a. Students passing the P1 comprehensive assessment may continue their coursework as scheduled.
 - b. Students with unsatisfactory performance on the P1 comprehensive assessment must:
 - i. Take the Pharmacy Foundations I elective course in the summer, and
 - ii. Achieve a passing score on the P1 comprehensive assessment retake, which will serve as the final exam for the course, before advancing to the P2 year.
 - c. Students with unsatisfactory performance on the P1 comprehensive assessment retake cannot continue in the program and will be dismissed from the FCOP.
2. P2 students will take the P2 comprehensive assessment in the P2 spring semester.
 - a. Students passing the P2 comprehensive assessment may continue their coursework as scheduled.
 - b. Students with unsatisfactory performance on the P2 comprehensive assessment must:
 - i. Take the Pharmacy Foundations II elective course in the summer, and
 - ii. Achieve a passing score on the P2 comprehensive assessment retake, which will serve as the final exam for the course, before advancing to the P3 year.
 - c. Students with unsatisfactory performance on the P2 comprehensive assessment retake cannot continue in the program and will be dismissed from the FCOP.
3. P3 students will take the P3 comprehensive assessment in the P3 year spring semester.
 - a. Students passing the P3 comprehensive assessment may continue their coursework as scheduled.
 - b. Students with unsatisfactory performance on the P3 comprehensive assessment must:
 - i. Take Pharmacy Foundations III elective course in the summer, and
 - ii. Achieve a passing score on the P3 comprehensive assessment retake, which will serve as the final exam for the course, before advancing to APPEs (APPE scheduling is determined by the FCOP Office of Experiential Education and is highly dependent upon preceptor and site availability).
 - c. Students with unsatisfactory performance on the P3 comprehensive assessment retake cannot continue in the program and will be dismissed from the FCOP.

Course Policies for the Fisch College of Pharmacy

Cancellation of Courses

The FCOP reserves the right to cancel a scheduled course upon evidence of inadequate enrollment.

Adding/Dropping Courses

The FCOP follows the UT Tyler requirements for adding and dropping courses. Students are encouraged to talk with their faculty advisor prior to adding or dropping coursework.

A student who is placed on either Academic Watch or Academic Probation is not permitted to withdraw or drop pharmacy classes unless approved to do so by the Professional and Academic Standards Committee (PASC) in conjunction with the Office of Academic Affairs and the student's academic advisor.

Auditing Courses

FCOP students may audit other pharmacy courses if approved by the FCOP Office of Academic Affairs. The process for Pharm.D. students to audit courses follows the same procedures and carries the same audit fees described in the Graduate School Policies. Students are financially responsible for any audit fees associated with these courses.

UT Tyler students and pharmacists may audit courses offered within the FCOP with approval of the Dean.

General Attendance and Availability

FCOP students must reserve 8 a.m. to 5 p.m. each weekday during the academic year for courses and FCOP events. Comprehensive Assessments may require additional availability. Experiential coursework may require additional availability (see the FCOP Experiential Education Manual). Specific courses and FCOP events may be scheduled in the evenings and on weekends. These events will be communicated to FCOP students and/or posted in the course syllabi.

Course Attendance

Given the importance of classroom discussion to successful learning in the class, classroom absences will only be excused under exceptional circumstances. In such cases, students are required to make every reasonable effort to notify the course coordinator in advance. Of note: The attendance policy for the pharmacy practice experiences is outlined in the FCOP Experiential Education Manual.

In-Person vs. Virtual Class Attendance

It is expected that all students attend courses in-person unless the course has specific allowances for online attendance (i.e. hybrid classes or fully online classes). The FCOP Office of Academic Affairs may approved a short period (e.g. 2 weeks) of virtual attendance in non-experiential courses on a case-by-case basis.

Course Attendance for Didactic Courses

Late Arrival: Students who enter the class late may receive a score of zero (0) in assignments and/or participation points. A student may be given credit for classroom participation and contribution if they arrive late and the late arrival was due to circumstances beyond the student's control. In all cases, the decision of the course coordinator with input from the instructor for the day is final.

Known Excused Absence: A student may request an excused absence from class/pharmacy practice experiences for known personal, compassionate, professional, or health-related reasons. Known excused absence requests are initiated in writing to the course coordinator. Students will be required to present appropriate documentation to

support a request for a known excused absence. The decision to grant a known excused absence is at the discretion of the course coordinator and is final.

Unexpected Excused Absence: In the event of unexpected circumstances, students are responsible for submitting a request to the course coordinator requesting the unexpected absence be considered excused within three (3) days of the absence. Students will be required to present appropriate documentation to support a request for an unexpected excused absence. The decision to grant an unexpected excused absence is at the discretion of the course coordinator and is final.

Unexcused Absence: Students will receive a score of zero (0) for all missed assignments or projects.

For all types of absences: The course coordinator(s) in conjunction with instructors will determine if a student's absence results in the need for the completion of additional/supplemental work to satisfy course requirements. No make-up assignments or exams will be given outside the attendance and make-up policy outlined in the syllabus. Students will receive a score of zero (0) for assignments not completed within the time frame established by the course coordinator, generally not more than five (5) days, including weekends.

In the event that a student's total number of contact hours missed from class due to known excused absences, unexpected excused absences, and unexcused absences (combined) exceeds 20% of the total course contact hours, the student will be withdrawn from the course, and the student will receive a final course grade of "W". Application of this policy will be done in consideration with other UT Tyler policies and procedures. Withdrawal from classes may affect student's financial aid eligibility, veteran's benefits, athletic eligibility, housing, or international student status. If a student is withdrawn from the course, he/she should consult with the respective department regarding his/her eligibility for those benefits or status. NOTE: 1 credit hour = 15 contact hours

Course Attendance for Experiential Courses

Attendance requirements for pharmacy practice experiences are outlined in the FCOP Experiential Education Manual.

Excused Absence for Religious Holy Days

Please see the Excused Absence for Religious Holy Days (p. 225) in the Graduate School section of this catalog.

Excused Absence for Active Military Service

Please see the Excused Absence for Active Military Service (p. 225) in the Graduate School section of this catalog.

Inclement Weather

University closure due to Inclement Weather will be posted on the main UT Tyler web page. The FCOP IPPE and APPE experiential sites may or may not be closed, therefore the university inclement weather closures do not apply to experiential rotations. Additional information on inclement weather and experiential courses is provided in the FCOP Experiential Education Manual.

Course and Instructor Evaluations

As a component institution of The University of Texas System, UT Tyler is committed to maintaining a standard of excellence in all its programs, departments and colleges. A program for course and instructor evaluation is integral to the assessment and improvement of the college's educational function.

Student course and instructor evaluations are conducted online every session and/or semester as required by the policies and procedures of UT Tyler. The Office of the Director of Institutional Analysis coordinates course and instructor evaluations conducted through myUTTyler. The University has a required set of questions that are asked about every class at the University. Faculty have the right to ask additional questions separate from the University's required questions that may provide additional information the instructor finds more useful for improvement of their own course.

Graduation Guidelines and Procedures

Catalogue Year

To graduate, a student must fulfill catalog requirements in effect at the time of admission; however, all candidates must complete the curriculum in its entirety.

Time Limitations

Degree requirements for the Pharm.D. degree must be completed within a five-year period, excluding any approved leave(s) of absence and extensions approved by the Professional and Academic Standards Committee (PASC).

Graduation Requirements

Approval for the Pharm.D. degree is awarded provided that the student

1. Has conducted oneself in an ethical, moral, professional, and lawful manner;
2. Has satisfactorily completed all of the FCOP curricular requirements (including comprehensive assessments) in a timely fashion [i.e., not to exceed five (5) years from the date of initial enrollment, excluding any approved leave(s) of absence and extensions approved by the Professional and Academic Standards Committee (PASC)];
3. Has fulfilled all tuition and financial requirements and completed all necessary paperwork for FCOP;
4. Has a cumulative GPA in all professional courses of at least a 2.00 or higher; and
5. Follows the steps to apply for graduation on the Registrar's Office website: <https://www.uttyler.edu/registrar/graduation/applying-for-graduation/>.

Other Policies and Information for the Fisch College of Pharmacy

Accommodations

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with qualifying disabilities. Students with a disability, including non-visible disabilities such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> to fill out the New Student Application and submit supporting documentation. The Student Accessibility and Resources (SAR) office will contact the student after their application and supporting documentation have been reviewed by the SAR Accommodation Review Committee. For more information about the SAR registration process, please visit the SAR webpage at <https://www.utt Tyler.edu/disability-services/>, email the SAR office at saroffice@utt Tyler.edu, or call 903.566.7079.

Please note: Students with disabilities must register with the SAR office to receive accommodations under ADA(AA) provisions. Students are encouraged to submit application for services at least 30 days prior to need so that eligibility determinations, notifications to instructors, possible exam scheduling, and other accommodations can be effectively coordinated. Once exam accommodations are approved, exams should be scheduled no less than four (4) business days prior to test date.

Students receiving accommodations through the SAR office are required to notify each course coordinator/instructor every semester. Accommodations do not automatically transfer between course coordinators/instructors or between semesters. Pharmacy courses may have assessments (iRATs) scheduled on the first day of the course, therefore, students are recommended to start the accommodation process well in advance of the start of the semester or session.

Change of Program

If a student desires to change from the Pharm.D. program to another undergraduate or graduate program, the student should consult with the UT Tyler Undergraduate Admissions and/or the Graduate Admissions Office.

Complaints and Judicial Process

Discrimination Complaints

Please see the Complaints and Grievances Process in the Student Success section of this catalog.

Accreditation-Related Complaints

Complaints regarding the FCOP, as it relates to the Accreditation Council for Pharmacy Education (ACPE) standards, policies, or procedures, may be reported to ACPE at www.acpe-accredit.org/complaints/.

Fisch College of Pharmacy-Related Complaints

For complaints unrelated to the ACPE standards, policies, or procedures, the FCOP's administration encourages communication of these concerns to the FCOP. If the concern involves a pharmacy course, the student is encouraged to discuss the concern and/or resolve the issue with the following individuals, in order:

- Instructor
- Course Coordinator
- Department Chair (for that course coordinator)
- Assistant/Associate Dean for Experiential Education (for IPPE, APPE) or Assistant/Associate Dean for Academic Affairs

If the concern does not involve a course, the student is encouraged to bring concerns to the appropriate FCOP Assistant or Associate Dean:

- Assistant/Associate Dean for Academic Affairs
- Assistant/Associate Dean for Experiential Education

- Assistant/Associate Dean for Student Affairs

If the above communications do not resolve the student's concern, the student may contact the FCOP Dean.

FCOP students are also encouraged to seek guidance from their faculty advisor regarding concerns and for questions regarding the complaint process.

Office of Judicial Affairs

The University's Office of Judicial Affairs manages violations of the student Code of Conduct policies, violations of Residence Life policies, and scholastic dishonesty. Students are encouraged to seek guidance from the FCOP Office for Academic Affairs in all matters concerning University petitions.

Criminal Background Checks and Drug Screening

A criminal background check and drug screen is required of all students offered admission to the FCOP. Admission to the FCOP is contingent upon results of these evaluations. When applicable, an international background check may be required. A committee comprised of the FCOP Assistant/Associate Deans of Academic Affairs, Experiential Education and Student Affairs reviews positive results from criminal background checks and/or drug screens for students with provisional admission status and make determinations on a case-by-case basis.

During the Pharm.D. curriculum, background checks and drug screens will be repeated annually. Background checks and/or drug screens may be required randomly at any time during the program. The committee of FCOP Assistant/Associate Deans will review positive results from criminal background check and/or drug screens and make a determination on a case-by-case basis.

Enrolled students, as part of the obligations of being a licensed pharmacist intern, are required to disclose any criminal convictions and deferred adjudication community supervisions or deferred dispositions to the Texas State Board of Pharmacy. Matriculated students are also required to report these events and arrests that may affect licensure to the FCOP Office of Student Affairs and FCOP Office of Experiential Education within 10 calendar days (misdemeanors) and 2 calendar days (felonies) of the event. Traffic violations do not need to be reported unless related to criminal behavior, substance use, and/or alcohol use.

Admission to the FCOP may be denied and matriculated students may receive sanctions (up to and including dismissal from the program) based on the results of the criminal background checks and/or drug screen. Examples of reasons for denial, sanctions, and/or dismissal include, but are not limited to: 1) positive criminal background check that would affect the ability to become licensed and/or assigned at experiential sites, 2) failure to report criminal convictions/deferred adjudication/deferred dispositions to the Texas State Board of Pharmacy or the FCOP Office of Student Affairs and Office of Experiential Education, or 3) positive drug screen. Failure to disclose a criminal offense or failure to disclose an offense in the timeframe indicated may be considered an Honor Code Violation and/or may delay or prevent participation in the experiential curriculum.

Experiential sites retain the right to deny placement of students at their site based on criminal background checks and/or drug screen results.

The Texas State Board of Pharmacy provides further information on criminal background checks and substance use. The National Association of Boards of Pharmacy (NABP) provides information regarding felony convictions and the ability to become licenses in a specific state.

Email

The FCOP follows the UT Tyler Email Policy stating the official email communication method for students is their UT Tyler Patriot Email address.

FCOP students are strongly encouraged to check email twice a day and respond to emails within 24 business hours. Failure to check email cannot be the basis for missing deadlines or used as rationale for being unaware of information or official notifications.

Health and Safety Requirements

Basic Life Support (BLS) Certification

Students must maintain basic life support (BLS) certification to participate in experiential coursework.

Concealed Handguns on Campus

Please see the Concealed Handguns on Campus Policy in the Undergraduate Policies Section of this catalog. FCOP students participating in experiential courses, service learning, and community outreach programs should also review and adhere to the regulations and policies for the partnering institution.

Bloodborne Pathogens

Bloodborne Pathogen Exposure Control Plan: The FCOP follows the UT Tyler Bloodborne Pathogen (BBP) Exposure Control Plan. Students who are not employees are not covered by the exposure control plan but receive training on BBP prevention and control methods annually. In the event of a BBP exposure, students should notify their preceptor or faculty member immediately. Post-exposure follow up will normally be provided by the University Health Clinic. Costs for post-exposure follow up is ultimately the responsibility of the student and should usually be covered under their health insurance. The FCOP offers coverage for the cost associated with testing the source individual.

Health Insurance

The Board of Regents of The University of Texas System mandates health insurance for all health-related students enrolled in their respective programs. As a condition of enrollment and participation in all experiential coursework and patient care activities, all Pharm.D. students must submit and maintain proof of personal health insurance coverage that includes effective date and renewal date. Personal health insurance covers illness and injury in classroom, laboratory situations, and experiential courses as well as any illness or injury that occurs while not on the UT Tyler campus or affiliated with a FCOP activity.

Every Pharm.D. student must complete the health insurance certification process each term they are enrolled. Students must either confirm their participation in UT Tyler Student Health Plan (UTSHP), Academic Health Plans (AHP) or submit an AHP waiver. To be considered for a waiver, students must provide documentation of their

own coverage to AHP that demonstrates that their health insurance meets specific coverage criteria. Charges will show up on student bills until the AHP waiver has been completed and approved. Students who do not meet the deadline to submit proof of health insurance may have delays in starting their semester coursework and/or experiential activities. This may affect the student's ability to successfully complete the curriculum and delay on-time graduation.

Immunization and Health Screening

Students are required to present evidence of tuberculosis screening and proof of immunizations by week 6 of their first semester enrollment in the FCOP. For those vaccines that involve more than one injection, the series must be started by week 6 in their first semester at the FCOP. In accordance with state law (e.g. Meningitis Policy SB 1107) and the Centers for Disease Control and Prevention (www.cdc.gov), the following immunizations/health screening are required for all students enrolled in health-related courses that will involve direct patient contact in medical facilities:

- Influenza: proof of influenza vaccination is required annually in the fall (any type of influenza vaccine for the current flu season).
- Tetanus/diphtheria: proof of one Tdap "booster" with a Td following at least every 10 years.
- Varicella: proof of completing the 2-dose immunization series, serological immunity (blood test), or documentation of disease or diagnosis of either varicella or herpes zoster by a healthcare provider.
- Measles/Mumps/Rubella (MMR): proof of completing the 2-dose MMR series or serological immunity (blood test).
- Hepatitis B: proof of completing the 3-dose immunization series or serologic immunity (blood test).
- Tuberculin (TB) Screening: The frequency and type of tuberculin screening depends upon if this is initial testing and the duration of time between tests:
 - students receiving their first tuberculin screening or having their last tuberculin skin test (TST) more than 2 years ago, proof of a 2-step TST or a single blood assay (IGRA) test followed by an annual TST is required;
 - students with a TST within the previous 12 months, a single TST is required followed by an annual TST;
 - for students with a positive TST, IGRA, or prior treatment for TB, proof of a negative chest x-ray is required (repeat x-rays are not required unless recommended by a healthcare provider);
 - additional testing and/or documentation may be required in certain situations; and
 - experiential sites may have different requirements for documentation and/or screening for TB.
- Meningitis Vaccine: Students younger than 22 years are required to present documentation of meningitis vaccination prior to being enrolled in Pharm.D. courses.
- Additional immunizations and/or screenings may be required by experiential sites.

Students are responsible for maintaining all immunization and health screening requirements. Vaccinations and screenings are obtained at the student's expense. A student's health insurance may cover these services. Students who do not maintain immunization and health screening requirements, and submit proof thereof, will not be permitted to participate in experiential coursework or the direct patient care components of the Pharm.D. program.

Exclusions may be allowable on an individual basis for medical contraindications and pregnancy.

- Students with medical contraindications must submit written verification from a primary care provider that the immunization required would be injurious to the health and well-being of the student or any member of the student's family or household. Unless a lifelong condition is specified, the verification is valid for only one year from the date signed by the healthcare professional.
- Pregnant females may be exempt from select immunizations. Students must present written documentation of a positive pregnancy test and written verification of immunizations that the student is exempt due to pregnancy.

Experiential sites retain the right to deny placement of students at their site based on immunization and health screening status.

Mandatory Reporting

Students are required to report any condition and/or diagnosis that may compromise the health and well-being of patients, preceptors, and/or employees at experiential sites. The following must be reported to the Office of Experiential Education within 24 hours or immediately upon discovery:

- TB test conversion (test results changed from a negative TB test to either a borderline or a positive TB test) and/or
- Diagnosis of a personal infection with Pertussis, Measles, Mumps, Rubella, Varicella, Tuberculosis, Meningitis, COVID, and/or other contagious conditions.

The Office of Experiential Education may add additional mandatory reporting requirements based on recommendations from the Centers for Disease Control and Prevention, recommendations from Public Health Officials, and/or from our partnering healthcare institutions. Students who fail to report such conditions may have delays in experiential coursework and/or incur academic penalties. This may affect the student's ability to successfully complete the curriculum and delay on-time graduation. Non-academic penalties, such as honor code violations, may also apply.

Leave of Absence

A student may request a Leave of Absence for academic and/or non-academic reasons. Examples of non-academic reasons include but are not limited to: childbearing or adoption; personal illness; critical care of a family member; financial or job-related interruption; and military service. The Leave of Absence is approved for a specific time period (not to exceed 12 consecutive months and thereafter must be renewed) and allows the student to return to the college without formally reapplying for admission to the College.

A condition of the Leave of Absence is that the student must complete their course of study in 5 years or less from the original date of matriculation into the program, excluding on an approved leave of absence and extensions approved by the Professional and Academic Standards Committee (PASC). Failure to successfully complete conditions listed within the Leave of Absence within the agreed upon timeframe will result in the student being placed on Academic Dismissal from the FCOP. Students requesting a Leave of Absence who are failing one or more course(s) need to obtain approval for the leave from the Professional and Academic Standards Committee (PASC). Students who request a leave of absence after the last day to withdraw from a

course, will receive a 'W' on their transcript unless a retroactive withdrawal has been approved by the PASC.

Leaves of absence will result in withdrawal of pharmacist intern licenses from the Texas State Board of Pharmacy. Students must contact the FCOP Office of Experiential Education at the beginning of their Leave and at least 30 days prior to returning from a Leave to facilitate the process for re-licensure.

Multi-Media Recordings and Photography

Photography and Video Recording Consent

The FCOP requests use of student-related photographs and/or video-recordings for external use, e.g. distribution of class composite photos, posting on the internet, publications, social media, etc. Permission for use can only be given by the student and the initial request occurs during the orientation process and remains into effect until the student is no longer enrolled in the Pharm.D. program or the permission is revoked by the student. Students can grant permission or revoke permission for photography and/or video-recordings at any time by contacting the FCOP Office of Student Affairs.

Recording of Class Sessions

Class sessions may be recorded, if the student receives written permission from the course coordinator. This includes, but is not limited to, photographing or recording of material placed on white boards or overhead projections. Because of the interactive nature of team-based learning, class periods may not be recorded in lieu of attending class, unless specifically authorized by the FCOP Office of Academic Affairs (e.g., approved absence for professional meetings). The term recording includes all forms of multi-media recording on the University campus or affiliate locations and includes all classroom sessions.

Reproduction of Class Sessions

Reproduction and/or distribution of class sessions by any means such as YouTube, podcasts, etc. of any class session presentations or material created for the purpose of class preparation or for class review are forbidden unless written authorization from the FCOP Office of Academic Affairs and the creator is obtained at least seven (7) calendar days in advance.

Professionalism (Non-Academic) Alerts

Student conduct that does not violate the honor code, but is of concern may be reported through the Non-Academic Alert form available at www.uttyler.edu/pharmacy/student-handbook/. Examples of non-academic concerns include: dress code, professionalism, classroom behavior, absenteeism, tardiness, and ethical concerns. Non-Academic Alerts are submitted to the FCOP Office of Student Affairs. The alert should be copied to the FCOP Office of Experiential Education if the concern arose during or may affect experiential coursework.

Sanctions for Professionalism Alert includes, but is not limited to:

- Informal warning, e.g. verbal or written informal warning;
- Informal assignment, e.g. ethical decision-making seminar and/or reflection paper assigned;
- Formal warning, i.e. a copy of the report will be sent to the FCOP Office of Academic Affairs and may be forwarded to the FCOP

Professional and Academic Standards Committee (PASC), and/or the UT Tyler Judicial Affairs Office;

- Formal academic penalty, e.g. additional assignment, assignment grade change or grade deduction;
- Internal referral, i.e., a copy of the report will be sent to the FCOP Professional and Academic Standards Committee (PASC), and/or the UT Tyler Judicial Affairs Office for investigation and/or sanctions; and
- External referral to the appropriate legal (e.g., courts), regulatory (e.g., state boards of pharmacy) or professional authorities (e.g., counseling, Behavioral Intervention Team).

Students receiving a Professionalism Alert may request a formal hearing with the PASC regarding proposed sanctions and/or request a formal hearing with the PASC or UT Tyler Office of Judicial Affairs regarding the actions described within the alert.

Pharmacy and Patient Care Experiences

The Pharm.D. curriculum includes pharmacy practice or patient care experiences starting in the first semester of the program. In addition to the FCOP policies and procedures, all students engaging in patient care must meet and maintain the following requirements:

1. Pharmacist Intern Licensure;
2. Respect and Protection of Protected Health Information;
3. Professional Liability Insurance Coverage;
4. Standards for Professional Dress for Experiential Learning; and
5. Screenings, trainings, certifications, and immunizations as outlined in the FCOP Experiential Education Manual

Pharmacist Internship Requirements

All students are required to be licensed with the Texas State Board of Pharmacy (TSBP) as an intern during their first year of the program. Students are responsible for applying for and maintaining an active intern license in Texas, which is a requirement for participation in experiential coursework. If assigned to experiential coursework outside of Texas, students must apply for an intern license for that state and maintain active licensure while completing experiential coursework in that state. Students are required to follow all Board of Pharmacy rules and regulations during their experiential learning experiences. Failure to obtain licensure may delay on time graduation.

Students must communicate any and all criminal offenses to the Texas State Board of Pharmacy as part of their pharmacy intern licensure. Failure to disclose offenses to the board may result in licensing delays and/or ability to become licensed. Criminal offenses must also be reported to the FCOP Office of Student Affairs and Office of Experiential Education. Additional information, reporting, and reporting timelines are provided under Criminal Background Checks and Drug Screens.

Protected Health Information (Patient Privacy)

The Health Insurance Portability and Accountability Act of 1996 protects the privacy of an individual's identifiable health information called Protected Health Information (PHI). Students may encounter patient- and caregiver-related information during classroom, laboratory, experiential, and extracurricular activities. Students, as healthcare professionals, are obligated to respect any and all confidences revealed during any FCOP educational experiences including but not limited to,

patient conditions, medical and pharmacy records, economic information and professional policies.

No information should be circulated or discussed outside the clinical realms of the learning experience or in any inappropriate manner during the experience. Records containing PHI must not be removed from experiential sites. Any and all patient records must be destroyed according to the sites policies no later than the last day of rotation. Disclosure of information or inappropriate discussion of information is also a violation of the patient's or preceptor's trust and can cause harmful consequences for the patient, their caregivers, or the experiential site. Situations involving breach of HIPAA and disclosure of PHI is illegal and any student who chooses to violate this policy will undergo severe consequences.

HIPAA Training: The FCOP will provide initial and annual HIPAA training as part of the curriculum for the pharmacy students. Students should maintain a copy of their HIPAA certification within their portfolio. Students may need to complete a clinical site-specific HIPAA training in addition to the FCOP course.

Access to Confidential Information: Students may have access to privileged information about a patient/caregiver's health and financial information, practice site information, and other information that is considered to be personal. Access to confidential subject information is permitted only on a need-to-know basis. Additionally, students are to keep all user log-in and passwords confidential when using any electronic device as well.

Disclosure of Confidential Information: HIPAA violations include, but are not limited to: disclosing patient information verbally or in writing (including email), unauthorized viewing of patient health information, talking about patient's private health information in a public venue, posting of protected health information on social media, and posting photographs of patients without their permission. HIPAA violations are reportable to the healthcare institution, the FCOP (as a violation of the FCOP Honor Code), and for potential legal action. Consequences for violations include, but are not limited to, failure of a course or course assignment, removal from a clinical practice site, expulsion from the FCOP, and/or legal penalties.

Professional Liability Insurance Requirements

All FCOP students are covered by a medical professional liability insurance policy, offered for all medical profession students in the UT System. The insurance premium for this coverage is included as part of the tuition of all Pharm.D. students and is renewed annually. The insurance policy covers students and faculty during all FCOP organized experiential, professional student organization, and service-learning activities while in the Pharm.D. program. The policy requires appropriate student supervision while providing patient care. Students can request verification of insurance from the FCOP Dean's Office. The insurance policy does not cover students at their place of employment. It is recommended that each pharmacy student maintain private professional liability insurance to cover their activities outside of the FCOP (e.g. employment).

Student Experiential Placements

The FCOP Office of Experiential Education coordinates and assigns all experiential placement for students throughout the curriculum (professional years 1-4). While individual student preferences are considered for experiential placement, there are NO guarantees that a student will be assigned at a certain experiential site or within a specific region. Site placement depends on many factors including but not limited to: site/preceptor selection criteria, site affiliation agreements, site offerings, licensure, number of student requests, preceptor and site availability, etc. Students need to be aware that they may be asked to drive up to 2 hours for a practice experience, which is considered a reasonable and appropriate commute. Students are responsible for maintaining reliable transportation throughout introductory and advanced practice experiences. Students are responsible for their own housing arrangements and expenses during practice experiences. Please refer to the FCOP Experiential Education Manual for additional information on experiential student placement.

Standards for Professional Dress for Experiential Learning

All FCOP students are expected to adhere to the highest professional standards as outlined by the FCOP Student Handbook and Experiential Education Manual. Student pharmacists are representing themselves, their peers, and the FCOP. All students must demonstrate professional communication, dress, and demeanor at all times. The dress code outlined in the FCOP Experiential Education Manual applies to all students enrolled in experiential coursework. Exceptions to the dress code may be directed by site-specific dress code requirements. Students are responsible for checking with each experiential site ahead of their rotation start date. For a complete description of the professional dress for rotations, please refer to the FCOP Experiential Education Manual.

Scholastic Load

The minimum credit hour load to be considered a full-time professional student in the FCOP is 12 semester hours in any semesters. The maximum credit hour load permitted is 21 semester hours during the fall and spring semesters unless approved by the FCOP. The maximum summer semester credit hour load permitted is 12 credit hours.

Enrollment Status per Financial Aid regulations (minimum credits required):

	Full-Time	3/4 Time	Half-Time	Less than Half
Fall/Spring/Summer	12	9	6	5 or fewer

Standards for Professional Dress and Classroom Behavior

FCOP student pharmacists are expected to adhere to a professional dress code while at the FCOP and attending patient care events. Student pharmacists are representing themselves, their peers, the FCOP, and the profession of pharmacy and should behave appropriately and dress in a professional manner at all times. Students reporting to the classroom or FCOP related activities in violation of established dress codes should expect to receive a verbal and/or written warning or asked to change clothes at the discretion of the faculty member. The student will not receive credit for classroom activities that occur during their absence. Violations will be reported to the FCOP Office of Academic Affairs.

Failure to comply with the Professional Dress and Classroom Behavior rules will be considered a violation Honor Code Policy and may result in disciplinary action. Students with concerns relating to the professional dress policy for cultural and/or religious reasons should contact the FCOP Office of Academic Affairs for guidance.

The general requirements are outlined below for classroom (including exams/assessments) and FCOP activities.

1. **The general dress code for classroom activities is business casual.** Examples include: collared shirts, blouses, sweaters, slacks, khaki/chino pants, cropped/Capri length pants, or skirts/dresses. Clothing that is not allowed includes: jeans (any color), shorts, athletic wear, pajama wear/sweatpants, flip-flops, shoes with visible sections for each toe (e.g. Vibrams), athletic shoes, and hospital scrubs (unless required by the current IPPE/APPE). No bare midriffs are allowed. Undergarments should be adequately covered by outer clothing and should not be visible through clothing. Clothing should not be provocative or contain obscene or offensive language/pictures. Hats and caps are not allowed during classroom activities. Clothing should be clean and neat in appearance (no torn or excessively wrinkled clothing and shoes maintained in good repair, for example.)

Alternate dress, i.e. official FCOP scrubs may be worn for approved activities. Several FCOP courses/activities, such as the compounding class sessions, physical assessment class sessions, and research lab experiences may have specific dress requirements. These requirements will be described in the course syllabi. For these situations, students may wear classroom dress or the official FCOP scrubs with closed-toed shoes; appropriate athletic shoes may be worn with scrubs. Students may maintain that level of dress for other classroom activities that day.

The FCOP may approve casual dress days: On specific dates, students may be allowed to wear jeans and t-shirts. However, clothing should not be provocative, ripped, contain obscene/offensive language, and should adequately cover and conceal the midriff and undergarments.

2. **All students must maintain good personal hygiene (cleanliness, body odor, etc.) at all times:** Nails should be kept clean and well-manicured and at a length not to interfere with duties of a pharmacist. Facial hair, hair color, and style should be kept conservative and in a manner that presents a professional image. Cologne and perfume should be kept to a minimum or not used at all. Earrings and jewelry should be worn in a professional manner. In the classroom, body art and tattoos that may be considered offensive should be covered. Other body modifications (piercings and gauges) may be allowed if they are not distracting.
3. **Classroom demeanor should be respectful of the learning environment:** Students should limit activities that are distracting to others and potential inhibit their learning. Students disrupting the learning environment may be asked to leave the classroom. The use of the technology in the classroom is designed to facilitate learning and not for personal use. Cellular phones should be silenced (or on vibrate), unless permitted by the instructor, so they do not disturb others in the classroom and interfere with learning. Use of approved electronic devices should be limited to classroom-related activities. Students who are disrupting the learning environment may be asked to leave the classroom. Repeated violations may result in FCOP disciplinary action. The use of headphones, ear buds, noise cancelling headsets, and programmable calculators are prohibited. Exceptions to the use of these devices may be authorized by the course coordinator/instructor.
4. **Students participating in patient care related extracurricular activities that involve patient care should consider the venue and the purpose of the event when deciding on clothing.** For

example, a health-screening event held at a hospital would lend itself to dress described in Standards for Professional Dress for Experiential Learning. For students educating elementary students at an asthma camp, more casual clothing such as a FCOP or UT Tyler T-shirt may be appropriate. Your faculty advisor can help determine the appropriate dress for an event. For events involving immunizations and/or blood, a white lab coat is required to be consistent with Occupational Safety and Health Administration (OSHA) regulations. FCOP nametags should be worn at all patient care events and university related extracurricular events/activities.

5. **Professional Dress in Experiential Learning:** Please see the FCOP Experiential Education Manual.

Student Records

Please see the Family Educational Rights and Privacy Act (p. 53) (FERPA) policy in the Undergraduate Policies Section of this catalog.

Scholarships

Pharm.D. students may be eligible for UT Tyler scholarships and FCOP scholarships. Each scholarship varies with regard to selection criteria, requirements and amounts. Veterans and military personnel may also be candidates for Veteran scholarships.

Incoming Pharm.D. students are considered for the 100% Tuition and Fees Reduction Scholarship, the Horizons Award, and the UT Tyler Legacy Award. Current students who have completed at least one semester of the curriculum can be considered for returning student scholarships and the 100% Tuition and Fees Reduction Scholarship.

Pharm.D. students are not eligible for the UT Tyler Staff, Spouse, and Dependent Scholarships, UT Tyler Graduate Scholarship for Returning Students, UT Tyler New Graduate Fellowship, UT Tyler New Freshman Scholarship, and UT Tyler Scholarships for Transfer Students.

Transfer of Credit

Transfer of credit hours from another accredited institution may be allowed if the course is being used to satisfy the Texas Core Curriculum or if the course is approved for credit within the Pharm.D. curriculum. Transfer credit is not included in FCOP GPA calculations.

Tuition, Fees, Financial Aid

Tuition includes fees and other academic expenses associated with the Pharm.D. program include:

- Courses taken at UT Tyler as part of the Pharm.D. curriculum;
- UT Tyler required student fees such as student services fees, instructional support fee, intercollegiate athletics fee, medical service fee, recreational facility fee, student union fee, etc.;
- Electronic texts for required Pharm.D. courses; and
- Access to physical textbooks for required Pharm.D. courses when electronic texts are not available.

The tuition does not cover:

- UT Tyler courses taken to satisfy the Texas Core Curriculum or another degree program;
- Elective courses that are not approved as part of the Pharm.D. curriculum;
- Course audit fees for courses at UT Tyler and/or FCOP.

- Books & supplies for elective Pharm.D. coursework, non-Pharm.D. approved coursework, or Texas Core Curriculum courses;
- Costs associated with on campus housing, meal plans, and parking; and
- Late fees for registration, payment installment fees and emergency loan origination fees for the cashier's office, parking tickets, etc.

All tuition and fee charges are billed according to the Texas Education Code Chapter 54 and the University of Texas Board of Regents. Students may not enter a class or laboratory until payment of tuition and fees has been arranged. Payment due dates and times are published by the UT Tyler Cashiers Office. Students will be dropped from all classes for nonpayment after the published deadline.

Tuition Rates

The Pharm.D. program is designed to be completed full-time. Students may, on occasion, take coursework during the summer (year 1 and 2) or a reduced academic load in the fall and/or spring. The tuition rates for both full-time and part-time enrollment is available at <https://www.uttyler.edu/pharmacy/admissions/tuition-fees-scholarships/>. There is no part-time enrollment for students on their APPEs. The tuition for academic years beyond those posted on the website have not yet been finalized.

Cost of Attendance Guide

There are anticipated expenses that are associated with attending the FCOP. Some of these expenses will occur in specific years of the program, while others occur annually. These expenses are not included in the Pharm.D. tuition and include direct and in-direct costs such as tuition/fees, room/board, books/supplies, transportation, personal, loan fees, etc. The cost of attendance guide is available at <https://www.uttyler.edu/pharmacy/admissions/tuition-fees-scholarships/>.

Financial Aid

Students enrolled into the Pharm.D. program are recognized by UT Tyler as graduate/professional students whether or not the student has completed a bachelor's degree. Candidates applying to the Pharm.D. program or who are enrolled in the program, can request graduate/professional level financial aid when submitting their FAFSA and indicating UT Tyler on the application (FAFSA Code 011163). Typically, students will apply for more than one financial aid program. Financial aid options include, but are not limited to Direct Unsubsidized Loans, Direct Graduate PLUS Loans, and Private Loans.

Financial aid is typically requested each spring for the next fall, spring, and summer semesters. Students requesting financial aid for summer coursework may request aid for those courses along at the same time as the preceding fall and spring semesters. Additional information on financial aid options is available through UT Tyler Financial Aid and Scholarship Office.

Texas Application for State Financial Aid (TAFSA) is currently not available for FCOP students.

Payment Plans

FCOP students may enroll in a five (5)-installment payment plan or an Emergency Loan each fall and spring semester. The installments plan and the Emergency Loan covers the expenses for tuition and fees as

well as housing, meal plans and textbooks paid to UT Tyler for the semester. Tests, off campus textbook purchases, supplies, insurance or other expenses are not covered by payment plans. The five (5)-installment plan is not available for the summer semesters.

Tuition Exemptions and Waivers

Pharm.D. students are typically not eligible for tuition exemptions or waivers. For example, students are not eligible for state supported tuition exemptions such as the Hazelwood Exemption. Students may be eligible for federally sponsored exemption. Pharm.D. students are not eligible for tuition waivers since the tuition rate is the same for both in-state and out-of-state residents.

Tuition Repayment Programs

Several national organizations and corporations may have tuition assistance or loan repayment programs available for their student members and/or employees. The FCOP Office of Student Affairs keeps a limited list of organizations providing tuition repayment programs.

Undergraduate and Graduate Level Coursework

Students completing the Pharm.D. program are considered graduate professional students at UT Tyler. Tuition for coursework taken at UT Tyler is assessed at the Pharm.D. tuition rate regardless of course level (undergraduate, professional, graduate) or purpose. Undergraduate and graduate level courses approved as a pharmacy elective may be taken in the fall, spring, and summer. Tuition and fees associated with these courses are included in the credit hour calculations for the Pharm.D. tuition rate.

The student is responsible for all tuition and fees associated with courses taken to fulfill the Texas Core Curriculum. Students interested in completing core curriculum courses at UT Tyler should consult with the Office of Financial Aid regarding any restrictions and/or availability of financial aid for these courses.

Technology

All students are required to have a working mobile device that has internet access, word processing capabilities, and access to the UT Tyler course management system and FCOP exam system. A list of device specifications and requirements is available on the FCOP website.

All students are required to have privacy filters for mobile devices during exams and quizzes. Removable filters are acceptable.

Travel

Student organizations and individual students may request travel to FCOP sponsored/approved activities such as national pharmacy organization meetings, state, or regional organization meetings, and legislative days. Students enrolled in experiential coursework will be required to obtain approval for travel from their preceptors. Requests for funding are also considered for student organization members and individual students.

Requests to fund school-related travel should be submitted to the FCOP Office of Student Affairs. Funding must be approved prior to travel and cannot be retroactively approved. If approved,

reimbursement is requested through the FCOP Office of Student Affairs.

Withdrawals

The last day to withdraw from a course is posted on the FCOP academic calendar. Students may withdraw from a course after the last date if the student is being granted an approved Leave of Absence or a PASC-approved retroactive withdrawal.

Verification of Degree

Please see the Verification of Degree (p. 228) in the Graduate School section of this catalog.

Veterans Benefits

Students receiving Veterans Benefits are recommended to contact the UT Tyler Veterans Resource Center for resources available to pharmacy students. Resources may include the Post 9/11 GI Bill and Veterans Scholarships (i.e. Only in America Scholarship). Students who are uncertain if they are eligible for benefits should contact the VA Office. Pharm.D. students are not eligible for the Hazelwood Exemption Act.

Honor Code

All FCOP students are bound by two honor codes: the Honor Code for the University of Texas at Tyler and the Honor Code for the FCOP.

Fisch College of Pharmacy Honor Code

The FCOP Honor Code is a formal code of conduct that emphasizes the four core principles of respect, honesty and integrity, legal and professional codes and standards, and professionalism and ethical behavior. All students, faculty, and staff are held responsible for behavior compliant with the Honor Code.

1. **Respect:** The FCOP is dedicated to teaching, scholarly activity, research, and service in a respectful manner. We display respectful attitudes, values, and behaviors in the classroom, at preceptor sites, and in the community. We encourage teamwork and respect for differing points of views of team members. We respect one another, our supporters, our colleagues, and our patients. We extend this respect to all persons, regardless of race, color, national origin, ancestry, citizenship, gender, gender identity, sexual orientation, age, religion, physical or mental disability, or veteran status. We promote good will amongst our diverse population and uphold the autonomy, dignity, and moral integrity of all persons. We respect the abilities, customs, beliefs, values, and opinions of others. As members of the pharmacy community, we promote the good of every patient in a caring, compassionate, and confidential manner, with respect to their right to privacy.

The following examples include, but are not limited to, acts that violate the respect principle of the Honor Code and will be subject to non-academic disciplinary action: slander, libel, or defamation (slander, libel, and defamation all involve lying) against the FCOP or a member of its community; a hate crime against any person; violations of patient or individual privacy; behaviors disruptive to the learning environment and/or disrespectful toward other students and faculty, including but not limited to classes begin on time and end at the scheduled time; arriving late or leaving early without prior permission from the instructor; arriving late or leaving early for breaks; unnecessary discussions with fellow students during classroom instruction that is disrespectful to the instructor whose purpose is to lead the learning environment and to other students who attend class to learn; unauthorized or

unnecessary use of cell phones or beepers during class; performing activities which divert a student's attention from the class discussions or lecture, such as reading newspapers or magazines; using electronic devices for non-classroom related purposes, such as playing games, surfing the Internet, reading email, or working on another class' homework; failure to allow or to discourage another student to fully express his or her opinion during class discussion; inadequate preparation for class or excessive class absences; making harassing or obscene comments or gestures, email or voice messages to other students, faculty, or staff members. Acts that violate the respect principle will be subject to non-academic disciplinary action if they occur on campus or are directed against the FCOP or a member of its community while off campus on a FCOP related matter.

2. **Honesty and Integrity:** The FCOP is dedicated to teaching, scholarly activity, research, and service with honesty and integrity. Pharmacists and pharmacy students have a duty to be truthful in professional and professional-patient relationships. We are committed to teaching, scholarly activity, and professional preparation in a team-based learning environment, in which all individuals are personally accountable and adhere to the tenets of honesty and integrity in the classroom and in the community. Cheating, plagiarism, and other forms of academic dishonesty are not tolerated. Individual work is to be based solely on the effort of the individual. Teamwork and professional relationships are to be based on the collaboration of all team members. All examinations, projects, and in or out of classroom assignments, whether individual or team-based, are expected to be performed and completed with the utmost degree of honesty and integrity.

The following examples include, but are not limited to, acts that violate the honesty and integrity principle of the Honor Code and will be subject to academic disciplinary action: cheating; plagiarism; claiming authorship of written material not so authored; claiming credit for research not so performed; claiming participation on a team project while not participating in the project; handing in work as one's own that was completed as part of a team, any other form of academic dishonesty. Acts in violation of the honesty and integrity principle will be subject to academic or non-academic disciplinary action whether they occur on or off campus, depending upon the circumstances.

3. **Legal and Professional Standards:** The FCOP is dedicated to behavior that follows legal and professional standards in teaching, scholarly activity, research, and service. We comply with and adhere to all federal, state, and local laws and regulations and professional practice standards. Whenever appropriate, we seek advice and counsel to determine the right course of action and make the best decision on behalf of those who depend on us to do so.

The following examples include, but are not limited to, acts that violate the legal and professional codes and standards principles of the Honor Code and will be subject to academic or non-academic disciplinary action as appropriate: any behavior that violates federal, state or local laws such as assault, battery, stalking or other act of physical or non-physical violence against another person; lewd, obscene or indecent conduct on any College owned or controlled building or property; unauthorized manufacture, sale, possession or use of any substance that causes chemical dependence or impairment; hazing, harassment or retaliation; possession of a deadly weapon in violation of federal, state or local laws or university or college policies; theft or destruction of intellectual or physical property owned by or in the possession or control of the FCOP or a member of the its community; behavior that violates any College or formal affiliate policy or rule; pharmacy and health care related laws and regulations of the United States of America, State of Texas and the Texas Board of Pharmacy; violation of the written standards of practice of the preceptors and practice sites

participating in the FCOP experiential education program. Acts in violation of the legal and professional codes and standards principle will be subject to non-academic disciplinary action whether they occur on or off campus.

4. **Professionalism and Ethical Behavior:** The FCOP is committed to providing teaching, scholarly activity, research and service in a professional manner. We display professional attitudes, values, and behaviors in the classroom, at preceptor sites, and in the community. We expect individual competence, performance, and accountability in a professional manner. We serve as positive advocates for our profession by striving for excellence in the performance of our duties. The core principles of professionalism require that we protect the health and autonomy of our patients and serve patient, community, and societal needs before our own. We encourage all to act ethically in developing and advocating a culture of consideration for codes of ethics, values, and moral convictions of those who could be affected by our decisions.

The following examples include, but are not limited to, acts that violate the professionalism principle of the Honor Code and will be subject to academic or non-academic disciplinary action as appropriate: any behavior which violates the APhA Code of Ethics (<http://www.pharmacist.com/code-ethics>) whether in a student-student, student-faculty, student pharmacist-patient, or student pharmacist-colleague relationship on campus or a practice environment. Acts in violation of the professionalism principle will be subject to non-academic disciplinary action whether they occur on or off campus.

5. **Non-Retaliation:** FCOP does not tolerate retaliation against individuals who report hateful, dishonest, illegal, unethical, unprofessional, or otherwise inappropriate acts. Anyone who retaliates against these individuals is in violation of the Honor Code and is subject to disciplinary action up to and including dismissal from the College.

UT Tyler Honor Code Violations

Please see the Student Responsibilities Section in Student Success Section of this catalog.

Student conduct that violates both the UT Tyler Honor Code and the FCOP Honor Code may be assessed and managed simultaneously and/or additional sanctions may be imposed through the FCOP Honor Code Violation assessment process.

Fisch College of Pharmacy Honor Code Violations

Suspected academic violations of the honor code are communicated to the FCOP by submitting a copy of the Scholastic Dishonesty Report Form and, if applicable, the Scholastic Dishonesty Report to the FCOP Office of Academic Affairs.

Non-academic violations of the honor code (e.g. respect; honesty and integrity; legal and professional standards; and professionalism and ethical behavior) may be resolved between the faculty member and the student. A copy of the non-academic honor code violation should be submitted to the FCOP Office of Student Affairs. The FCOP Office of Experiential Education should be included on this submission for any violation that involves experiential coursework.

When appropriate, information will be forwarded to the UT Tyler Office of Judicial Affairs and/or the college's PASC for adjudication.

Sanctions: The Manual of Policies and Procedures for Student Success Subchapter 8-500 includes a list of possible sanctions that may be imposed as part of the UT Tyler Judicial Process.

The PASC may impose sanctions or require additional sanctions following a violation of the college's honor code. These include, but are not limited to:

- additional course or non-course assignments (e.g. reflection paper, community service);
- admonition and/or restitution;
- informal and formal warnings;
- probation, suspension, or dismissal from the college;
- recommended probation, suspension, or dismissal from the university (requires a referral to the Office of Judicial Affairs);
- referral to appropriate outside legal (e.g., courts), regulatory (e.g., state boards of pharmacy) or professional authorities (e.g., counseling, Behavioral Intervention Team); and/or
- direct referral to the UT Tyler Office of Judicial Affairs.

A copy of all PASC sanctions will be sent to the Office of Judicial Affairs. For those students suspended or dismissed from the college or those referred to outside agencies, the violation will also be automatically referred to the Office of Judicial Affairs adjudications.

Appeals: Please see the Professional and Academic Standards Committee Section in the FCOP Section of this catalog.

SCHOOL OF MEDICINE

Dr. Sue Cox, Dean

Doctor of Medicine

Dr. Dan Griffin, Associate Dean of Undergraduate Medical Education

Doctor of Medicine Program

PROGRAM MISSION

The University of Texas at Tyler School of Medicine was founded to address the shortage of physicians and lack of access to care in East Texas, with the singular goal of improving the quality of life and health in our region.

PROGRAM VISION

The UT Tyler SOM vision is to improve the quality of life and improve access to care in our rural region by training committed and regionally-focused physician leaders who work cooperatively with interprofessional teams to develop innovative, value-based healthcare systems; provide the highest quality care; discover novel treatments and improve processes; and partner with the community to address social determinants of health.

CORE VALUES

- Perseverance - Persisting in pursuit of success, despite any obstacles
- Excellence - Refusing to accept anything but the best in all we do
- Respect - Remembering due regard for the feelings, wishes, rights and traditions of all
- Community - Promoting a feeling of fellowship with others by focusing on our common attitudes, interests, and goals
- Creativity - Using our imagination to generate novel ideas to solve the health disparities of East Texas
- Service - Transformational, service-focused leadership in achieving daring goals

PROGRAM GOALS

Graduates of the UT Tyler School of Medicine will be immersed in their communities, utilizing a comprehensive education focused on reducing health disparities in East Texas, research, and collaborative clinical training that expands access to top-quality, regionally focused healthcare for all East Texans.

PROGRAM LEARNING OUTCOMES (PLO)

[Link to learning outcomes.](#)

PROGRAM ADMISSION PREREQUISITES

Program prerequisites for the MD program are:

Biology	11 semester hrs. required, 2 of which must be labs
Physics	8 semester hrs. required, 2 of which must be labs
Chemistry	12 semester hrs. to include one of the following course combinations:
Biochemistry	3 semester hrs. of Biochemistry
English	3 semester hrs. of composition-based English
Math	3 semester hrs. of Statistics

- Prerequisite courses must be completed with a “C” or better.
- All prerequisite courses must be completed at an accredited U.S. or Canadian college or university.
- AP and online credit and/or coursework for prerequisite courses are accepted. We encourage students to take traditional coursework. AP Credit will be accepted only if the school granting the credit lists the specific course(s) and number of credit hours granted per course on an official transcript. Online coursework must be from an accredited institution.
- Prerequisites must be completed prior to matriculation.
- Pass/Fail Coursework will be accepted for prerequisites courses taken during Spring 2020 to Fall 2021 semesters.

PROGRAM ADMISSION REQUIREMENTS

To be admitted to the Doctor of Medicine (MD) program, a student must meet the following criterion and receive voting approval from the Admissions Committee.

1. Submit completed application through the Texas Medical & Dental Schools Application Services (TMDSAS).
2. College transcripts: minimum of 3.0 in last 30 hours of BCPM (Biology, Chemistry, Physics, Math) courses.
3. MCAT: minimum score of 492 using the confidence cut-off from the past 5 years will be used in the evaluation process.
4. Essays
5. Letters of recommendation: minimum of 3 letters or 1 Health Professions Committee Letter/Packet with the option to submit one additional letter.
6. Submit completed secondary application.
7. Completion of the CASPer Situational Judgment Test (SJT) through Acuity.
8. Completion of the Duet profile through Acuity.
9. Prerequisite Courses (see Program Prerequisites section).
10. Candidates chosen for an interview will participate in two distinct interview types: multiple mini-interviews (MMIs) and a group exercise.

DESCRIPTION OF COURSE OFFERINGS

The School of Medicine (SOM) integrative curriculum design focuses on training future generations of physicians to address issues of health equity and associated public health disparities in rural communities. From the case-based and team-based learning to the distinction pathways, every element intends to focus students on the distinct challenges of 21st-century health in rural communities and to engage students’ creativity in solving those challenges. Student learning is enhanced and reinforced through interprofessional

education/experiences spanning the four-year curricular continuum and opportunities to pursue individualized pathways reflecting student interest. This pioneering integrated educational program incorporates guided, self-directed learning, education on health care delivery systems, and emphasis on health: community, occupational and preventive.

Curriculum Overview by Year

Phase 1 - Scientific Foundations

65 weeks: instructional plans focus upon the foundational scientific and clinical knowledge scaffolding essential to the clinical practice of medicine.

Phase 2 - Clinical Experiences

Phase 2 consists of 49 weeks of clinical instruction and a transition week, 42 weeks of core requirements, and six weeks of specialty selective course options (2 weeks in IM and 4 weeks in Surgery). Over the course of the year, the students continue the Community and Rural Medicine longitudinal clerkship with an assigned clinical faculty member.

Phase 3 - Clinical Practice and Scholarship

62 weeks: 16 weeks of clinical rotation requirements, 16 weeks of clinical or research electives, 12 weeks of individualized pathway experiences, 12 weeks independent study, four-week transition to Phase 3 and career preparation, and a two-week intensive residency preparation experience.

Teaching Outstanding Physician Skills (TOPS)

The Teaching Outstanding Physician Skills curriculum provides a skill focused understanding of the physician's role and competency in the clinical setting and the community through a mentored 4- year longitudinal small group and simulated clinical learning experiences. During phase 1, the course focuses on patient/physician relationship, history taking, physical exam, patient write-ups and presentations, clinical reasoning, and developing as a professional, patient-centered, empathetic, and inclusive physician.

Interprofessional Education (IPE)

The IPE curriculum will fulfill the school's vision by producing physicians with interprofessional collaborative practice preparation. The longitudinal curriculum immerses learners in interprofessional inquiry, application, and leadership to yield measurable impact and outcomes. Core competencies guide the learning activities in Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Leadership, Communication and Teams, and Teamwork. The focus will be on achieving maximum effectiveness and efficacy from the synergy of interprofessional team members who bring complementary skills and perspectives to the problems associated with improving population health. During year one, medical students learn with an interprofessional team of students from nursing, pharmacy, and other health professional (e.g., kinesiology and occupational therapy) students. Phase 1 is divided into two semesters. The first semester focuses on understanding the team and the IPEC Competencies through case-based and simulation activities. The second semester integrate population health and public health sessions which run parallel to student team completion of service-learning projects for community partners. During phase 2, students will complete portions of clerkship rotations alongside various healthcare professionals and associated

learners. They will be required to solicit specific information relating to the roles and responsibilities and they will be evaluated on their teamwork and communication among the team. Years three and four are under development.

Population Health and System Science (PHSS)

The 18-month course in Population Health and Systems Science (PHSS) at the UT Tyler School of Medicine (SOM) aims to successfully prepare physicians to navigate and meet the evolving needs of medicine and complex healthcare delivery systems, while helping them to achieve fundamental competencies in Systems-Based Practice (SBP), Practice-Based Learning and Improvement (PBLI), and Healthcare Leadership, in the context of addressing the overall health of their patient population(s). Students will complete the PHSS course (PHSS IA & IB) integrated with the pre-clerkship Foundations Phase 1 coursework of the curriculum.

The PHSS course emphasizes the roles of healthcare administration, leadership, and management (HALM), public health/general preventive medicine (GPM), and occupational and environmental medicine (OEM). Given a focus of the SOM curriculum placed on Community and Rural Medicine, the students will also have exposure to Rural Health Services Delivery. There are also opportunities for cross-curricular collaboration including with IPE.

PHSS IA consists of 12 modules, once per month, roughly every 4th Monday afternoon, utilizing case-based learning and other active instructional pedagogies.

PHSS IB heavily emphasizes a field experience component and is comprised as follows:

- Once per month, first six months of MS Year 2
- Month 1 – health equity foundations, all students
- Months 2-6 – experiential learning program with brief field “immersion” opportunities across 3 sub-groups/domains (HALM, GPM, OEM) in rural communities across northeast Texas (each field site held every month)
- Five groups of eight students will “rotate” to all five sites over five months

Department of Cellular and Molecular Biology

Master of Science in Biotechnology Program

PROGRAM DIRECTOR

Chris Holmquist
Biomedical Research Center, (903) 877-8555
christopher.holmquist@uttyler.edu

PROGRAM MISSION

The biotechnology graduate program will provide students with marketable skills and qualifications for work in a high-tech industry, as well as the academic foundation necessary to pursue further medical and professional studies.

PROGRAM GOALS

Graduates of the biotechnology program will:

- Have mastered the techniques of modern biotechnology.
- Have an in-depth knowledge of biological and biochemical systems to enable them to adapt to emerging molecular and biological technologies in the field of biotechnology.
- Be a valuable asset to industry and other organizations requiring biotechnology expertise.
- Attain a level of professional integrity and competency integral to biotechnology research, commerce and ethics.
- Be prepared for careers in the biotechnology industry or for continuation of their education in a PhD, MD, or other health science program.
- Have developed critical thinking and problem-solving skills.
- Have honed their ability to communicate effectively in the global scientific language of English, both orally and in writing.
- Be computer literate and comfortable working with diverse software packages for running instrumentation and communicating scientific findings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will demonstrate scientific communication skills in the global scientific language of English, in both oral and written forms.
2. Students will demonstrate mastery of foundational and specialized biotechnology methods.
3. Students will demonstrate the ability to safely and correctly operate common laboratory equipment, specialized laboratory instrumentation, as well as properly use computers and diverse computer software for running this instrumentation.
4. Students will demonstrate independent critical thinking skills, integrated with the ability to utilize multiple informational resources.
5. Students will explain the principles, mechanisms and interrelatedness of both in vivo and in vitro biochemical, molecular biological processes.

PROGRAM ADMISSION PREREQUISITES

To be admitted to the Master of Science (MS) in Biotechnology program, a student must hold a bachelor's degree in biology or chemistry (or a related field) and have completed the following courses:

- Biochemistry I or an equivalent – must have a B or better in the course

PROGRAM ADMISSION REQUIREMENTS

- Students must complete the graduate program application for admission into the biotechnology graduate program (available on the university website).
- Applicants must submit official transcripts from all universities and colleges attended, including community colleges.
- Applicants should have an overall GPA of 3.0 on a 4.0 scale and a 3.0 in their field of study. (If you do not meet the minimum GPA requirements, it is possible to be admitted on a probationary status. You should contact the program coordinator to see if your GRE scores and/or combination of other factors might meet the requirements for admission.)
- Applicants must have a minimum combined score of 295 on the GRE: 150 on the quantitative section and 145 on the verbal section. (You can sign up for the GRE online (www.ets.org/gre) as well as

find out about testing centers and dates. If you have already taken the GRE, this site will allow you to request an official copy of your scores.)

- All applicants must submit three letters of recommendation. These letters should be written by former professors as a means to highlight why you would do well in the biotechnology graduate program.

Biotechnology students are admitted each Fall semester. Admission is not offered in the Spring or Summer semesters. For Fall 2026: The first admission deadline is December 15th, 2025. A second admission deadline is March 15th, 2026. Applicants who are placed on the waitlist from the December admission consideration will be automatically entered into the April admission consideration.

GRADUATE RESEARCH ASSISTANTSHIPS

The graduate program in biotechnology has a limited number of graduate assistantships for students in the Master of Science in Biotechnology program. Assistantship awards are typically in the amount of \$18,000 per year. Applications are distributed to students by the program coordinator via email.

To be considered for an assistantship, a student must:

1. Be pursuing a Master of Science in Biotechnology degree at The University of Texas at Tyler Health Science Center campus.
2. Have completed all prerequisite requirements.
3. Be admitted to the UT Tyler Health Science Center graduate degree program in biotechnology (clear or provisional admission as defined in General Academic Catalog).
4. Be enrolled at least as a full-time graduate student (9 hours of graduate coursework in the fall or spring semesters or be conducting thesis research as their primary activity).
5. Agree to be a teaching assistant for at least one course each fall and spring semester.

For second-year assistantships, the student also must:

1. Have satisfactorily completed a minimum of 18 hours the first year.
2. Have selected a thesis advisor at the Health Science Center at UT Tyler.
3. Have submitted their thesis proposal.
4. Have submitted an approved degree plan.
5. Have applied for admission to candidacy.
6. Be enrolled in BIOT 6331 - Thesis Research and be conducting active thesis research (at least 20 hours per week).

If awarded, the student must maintain full-time status during each semester of the award and must not be on scholastic probation. Failure to meet either of these conditions may result in termination of the assistantship the following semester.

THE BIOTECHNOLOGY TUITION SCHOLARSHIP

Depending on availability of funds, the School of Medicine offers a semesterly tuition and fee scholarship on a limited basis to students admitted into the Master of Science in Biotechnology degree program. Scholarship funds are derived from generous donations by the community at large. The scholarship awards are variable in amount and are based on availability of funds, number of applicants and the academic merit of the student. If awarded, scholarship funds will be applied to the student's account at the beginning of the award semester. A new application may be required before each semester.

To be eligible, a student must at least:

1. Be admitted to the Health Science Center at UT Tyler biotechnology degree program (clear or provisional admission as defined in the General Academic Catalog).
2. Be actively pursuing the degree (neither on academic leave of absence nor in absentia).
3. Have met all program prerequisite requirements.
4. Be enrolled in and maintain at least 5 SCH in the program during the award semester.

If awarded, the student must maintain enrollment during each semester of the award and must not be on scholastic probation. Failure to meet either of these conditions can result in suspension or termination of the scholarship. At the discretion of the committee, the scholarship may be reinstated after the student adequately corrects any deficiencies.

Students will be notified via their university email when the application becomes available online.

SCHEDULE OF BIOTECHNOLOGY COURSE OFFERINGS

All course information, including syllabi and faculty curriculum vitae, can be found online.

FALL SEMESTER OFFERINGS:

- Fundamentals of Biomedical Research, BIOT 5310
- Critical Reading II, BIOT 5132
- Molecular Biochemistry, BIOT 5312
- Advanced Biotechniques, BIOT 5211/5211L
- Emerging Technologies, BIOT 5140
- Student Seminar, BIOT 5101 & BIOT 6101
- Biotechnology I, BIOT 6311
- Tissue Culture, BIOT 6335

SPRING SEMESTER OFFERINGS:

- Critical Reading I, BIOT 5131
- Advanced Metabolism, BIOT 5222/5222L
- Proteins & Nucleic Acids, BIOT 5221/5221L
- Student Seminar, BIOT 5101 & BIOT 6101
- Biotechnology II, BIOT 6312
- DNA Forensics, BIOT 6340
- Advanced Immunology, BIOT 6334

SUMMER SEMESTER OFFERINGS:

- Biophysical Chemistry, BIOT 6336
- Advanced Immunology, BIOT 6334

COURSES OFFERED EVERY SEMESTER:

- Thesis Research, BIOT 6331
- Thesis Writing, BIOT 6332
- Advanced Graduate Studies, BIOT 5331 & BIOT 5332
- Biotechnology Internship, BIOT 6325

MS IN BIOTECHNOLOGY CURRICULUM

A student in the biotechnology program must enroll in a seminar course each regular semester but will only receive credit for the course one time. A thesis student must register for BIOT 6331 and/or BIOT 6332 each semester or summer session until the thesis is completed.

However, a student may not register the first time for BIOT 6332 until the thesis proposal has been approved. Moreover, a maximum of 3 semester hours each of BIOT 6331 and BIOT 6332 will be counted

toward the MS in Biotechnology. Biotechnology students must take at least two electives as part of the degree. Advanced Graduate Studies cannot be counted as an elective.

Typical Two-Year Degree Plan for Master of Science in Biotechnology (36-44 hours)

Year 1 - Fall		
BIOT 5101	Biotechnology Research Seminar I	1
BIOT 5211	Advanced Biotechniques	2
BIOT 5211L	Advanced Biotechniques Laboratory	2
BIOT 5310	Fundamentals of Biomedical Research	3
BIOT 5312	Molecular Biochemistry	3

Year 1 - Spring		
BIOT 5101	Biotechnology Research Seminar I	1
BIOT 5131	Critical Reading I	1
BIOT 5221	Proteins and Nucleic Acids	2
BIOT 5221L	Proteins and Nucleic Acids Laboratory	2
BIOT 5222	Advanced Metabolism	2
BIOT 5222L	Advanced Metabolism Laboratory	2

Year 1 - Summer		
BIOT 6336	Biophysical Chemistry	3
	Elective - Free Elective (1-3 hours)	

Year 2 - Fall		
BIOT 6101	Biotechnology Research Seminar II	1
BIOT 6311	Biotechnology I	3
BIOT 6331	Thesis Research	1-3
BIOT 5132	Critical Reading II	1
	Elective - Free Elective (1-3 hours)	

Year 2 - Spring		
BIOT 6101	Biotechnology Research Seminar II	1
BIOT 6312	Biotechnology II	3
BIOT 6332	Thesis Writing	1-3
	Elective - Free Elective (1-3 hours)	

NOTE: BIOT 5101, BIOT 6101 - required each regular semester but does not count toward 36 CH total required for degree completion.

Certificate in Biomedical Sciences

The Biomedical Sciences Certificate Program is an individualized program which allows students to gain advanced knowledge with an emphasis on human health and disease. The program gives students an opportunity to strengthen their academic preparation for medical, professional, or graduate school by building on their foundation of basic scientific knowledge gained during their undergraduate degree.

PROGRAM LEARNING OUTCOMES (PLO)

1. Student will be able to compare the biology or physiology of healthy individuals to individuals with chronic disease
2. Student will be able evaluate the social, behavioral, and societal contributions to health and disease
3. Student will be able to perform pharmaceutical calculations or outline key components and functions of biochemical or immunological pathways

Degree Requirements

Fall Certificate – Certificate in Biomedical Sciences – At least one course from each group and a Minimum of 9 CH

Group 1

- Behavioral Neuroscience (PSYC 5352) – 3 CH – On line
- Advanced Human Growth and Development (PSYC 5320) 3 CH – In person

- Advanced Pathophysiology (NURS 5350) – 3 CH - Online
- Principals of Physiology, Pharmacology, and Pharmacogenomics (School of Pharmacy PHAR 7301) - 3 CH – In person

Group 2

- Social and Behavioral aspects of Community Health (PBHL 5344 – 3 CH – On line
- Seminar Death and Dying (PSYC 5380)
- Epidemiology (PBHL 5342) – 3 CH – On line
- Nutrition Health and Disease (ALHS 5322) – 3 CH – On Line

Group 3

- Pharmaceutical Calculations (PHAR 7201) – 2 CH – In Person
- Principals of Microbiology and Immunology (PHAR 7202) - 2 CH – In person
- Molecular Biochemistry (BIOT 5312) - 3 CH - In person

Certificate in Interdisciplinary Medical Sciences

This is a versatile interdisciplinary program which offers individualized courses of study for students to gain advanced scientific knowledge. The Interdisciplinary Medical Sciences Certificate prepares students for further study toward a career in research, laboratory work, or medicine by providing a strong scientific foundation that sets the student apart when applying for graduate, professional, or medical school.

PROGRAM LEARNING OUTCOMES (PLO)

1. Student will be able to differentiate the functions of various biological processes and pathways
2. Student will be able to compare assessments of and factors which contribute to public and/or mental health
3. Student will be able to differentiate key mechanisms which regulate and maintain homeostasis of biochemical or physiological processes

Degree Requirements

Spring Certificate –Certificate in Interdisciplinary Medical Sciences – At least one course from each group and a minimum of 9 CH

Group 1

- Forensics – (BIOT 6340) - 3 CH – In person
- Advanced Immunology (BIOT 6334)– 3 CH – In person
- Advanced Metabolism (BIOT 5222) – 2 CH – In person
- Proteins and Nucleic Acids (BIOT 5221) – 2 CH – In person

Group 2

- Biostatistics (PBHL 5317) – 3 CH – On line
- Public Health in Rural Populations (OEHS 5340) – 3 CH – On line
- Health Policy and Population Health (NURS 5321) – 3 SCH – Online
- Nutrition and Functional Foods for Healthy Aging (ALHS 5325) – 3 CH – On line

Group 3

- Cellular Physiology (BIOL 5303) or Animal Physiology (BIOL 5338) – 3 CH – In person
- Psychopharmacology (PSYC 5354) 3 CH
- Advanced Pharmacotherapeutics (NURS 5354) 3 SCH – Online

- Biochemical Foundations and Treatment of Disease (CHEM 5321) – 3 CH In person
- Advanced Biochemistry (CHEM 5320) – 3 CH In person

Integrated Biomedical Sciences Ph.D.

PROGRAM DIRECTOR

Pierre Neuenschwander, Ph.D., F.A.H.A.
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PROGRAM MANAGER

Chris Holmquist, Ph.D.
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PROGRAM MISSION

The Ph.D. program in Integrated Biomedical Sciences (IBMS) is designed to prepare graduates to be independent scientists either at the academic university level or in the biomedical/biotech industry. Graduates of the program will be able to design and successfully execute scientific research that addresses a significant area of scientific inquiry. The program will also provide a multidisciplinary learning environment to foster the development of knowledge, skills, and creativity necessary to succeed as scientists in an increasingly complex research community. Therefore, graduates of the program will be expected to possess responsible conduct of research ethics as well as expertise in experimental design and analysis in the biomedical sciences.

PROGRAM GOALS

Graduates of the IBMS program will be able to:

- Appraise and identify gaps in knowledge in their respective fields of study.
- Develop new and significant hypotheses.
- Investigate the literature concerning these hypotheses.
- Pursue new knowledge through the utilization of multiple informational resources to gather and summarize information and data.
- Design studies/experiments to test specific hypotheses.
- Critically apply scientific theories and methods of experimental design and interpretation of data.
- Demonstrate advanced computer literacy and mastery of preparing and presenting scientific data in tabular or figure form.
- Demonstrate high ethical and moral scientific character.
- Interact productively with people from diverse backgrounds with skills to communicate science in the global scientific language (English) effectively in both oral and written forms.

PROGRAM LEARNING OUTCOMES (PLO)

The Program Learning Outcomes (PLOs) for the IBMS program are divided into five major categories: Knowledge, Research Methods and Analysis, Scholarship, Professionalism, and Independent Research.

Graduates of the program will be able to:

1. Demonstrate advanced knowledge in biomedical sciences consistent with the focus of the program and sufficient to carry out independent research. (Knowledge)
 - a. Demonstrate understanding of core knowledge.

- b. Demonstrate understanding of knowledge related to the chosen focus area or area of expertise.
2. Demonstrate quantitative and qualitative skills for conducting biomedical research. (Research Methods and Analysis)
 - a. Demonstrate the ability to critically evaluate research in biomedical sciences.
 - b. Demonstrate the ability to understand how their learned research methods can be used to advance understanding of their research areas.
3. Produce written and oral communications of quality consistent with their focus in the program and communicate effectively in various settings. (Scholarship)
 - a. Demonstrate the ability to review and discuss relevant literature and its significance.
 - b. Demonstrate the ability to write at a level consistent with that of high-quality biomedical science journals.
 - c. Demonstrate the ability to adequately use styles of citing, referencing, & formatting that are used in high quality biomed science journals.
 - d. Demonstrate the ability to present clear and logical oral presentations in the biomedical science community.
4. Know and participate in the intellectual and organizational aspects of the profession in biomedical sciences. (Professionalism)
 - a. Demonstrate the ability to write gripping abstracts for research conferences.
 - b. Demonstrate the ability to present research at research conferences.
 - c. Demonstrate the ability to prepare manuscripts that meet the high standard of biomedical science journals.
 - d. Demonstrate the ability to write competitive grant/fellowship proposals.
 - e. Demonstrate the ability to mentor students who are junior to them.
 - f. Demonstrate the ability to make effective contributions to research teams/community.
5. Conduct independent research resulting in an original contribution to knowledge in biomedical sciences. (Independent Research)
 - a. Demonstrate the ability to develop their own research projects that has high standards of biomedical sciences in terms of significance and innovation.
 - b. Demonstrate the ability to develop novel techniques/methods to address the questions in the proposed research.
 - c. Demonstrate the ability to develop scholarship that is comparable in scope to research articles in high quality biomedical science journals.
4. A personal statement (in essay format) addressing each of the following within the narrative:
 - a. Describe any undergraduate summer, clinical, industrial research and/or any teaching experiences, indicating how these experiences sparked your passion for research.
 - b. How will obtaining a graduate degree in biomedical sciences help you achieve your long-term career goals? Specifically link your professional goals and interests to concepts emphasized in this program.
 - c. Describe what you are passionate about and how this has led to an interest in our graduate program.
 - d. Identify up to 3 of our faculty members whose research you are particularly interested in and briefly tell us why they interest you.
 - e. Three academic and/or professional letters of reference from individuals who can speak to the applicant's motivation and ability to be successful in doctoral study. Letters should be from individuals who have information regarding academic, research, and personal accomplishments of the applicant that are predictive of success in graduate school. The most valuable letters of recommendation are from individuals who can provide insights that expand upon and enhance information found in official academic documents.
 - f. A current resume or curriculum vita.

GRADUATE RESEARCH ASSISTANTSHIPS

Each student admitted into the IBMS program receives a graduate stipend in the amount of \$32,000 per year plus benefits. Tuition is waived for the first year of the program and is thenceforth sponsored by the lab in which the student chooses to perform their dissertation work.

SCHEDULE OF IBMS COURSE OFFERINGS

All course information, including syllabi and faculty curriculum vitae, can be found online.

FALL SEMESTER OFFERINGS:

- IBMS 6401 - Cellular and Molecular Basis of Biomedical Sciences and Technology I
- IBMS 6198 - Seminar I
- IBMS 6199 - Seminar II
- IBMS 6300 - Computational Biology and Bioinformatics
- IBMS 6200 - Laboratory Rotations (2-minimum 150 clock hours)
- 2 Elective courses offered on a rotating basis.

SPRING SEMESTER OFFERINGS:

- IBMS 6402 - Cellular and Molecular Basis of Biomedical Sciences and Technology II
- IBMS 6198 - Seminar I
- IBMS 6199 - Seminar II
- IBMS 6100 - Ethics of Scientific Research
- IBMS 6200 - Laboratory Rotations (2-minimum 150 clock hours)
- 2 Elective courses offered on a rotating basis.

SUMMER SEMESTER OFFERINGS:

- IBMS 6410 - Pre-candidacy Research
- 1 Elective course offered on a rotating basis.

COURSES OFFERED EVERY SEMESTER:

- IBMS 6499 - Dissertation Research

PROGRAM ADMISSION PREREQUISITES

Students will be admitted once a year on a full-time basis, with coursework beginning in the fall semester. In addition to the general requirements for admission to doctoral study at The University of Texas at Tyler, the following must be met for consideration of admission into the program:

1. A baccalaureate degree in a related field from a college or university recognized by a national accrediting body.
2. Official transcripts reflecting a minimum GPA of 3.0 on a 4.0 scale on previous academic coursework.
3. Submission of satisfactory Graduate Record Examination (GRE) scores taken within the past five years. To be competitive, applicants should have an overall GRE of > 300, with scores above 150 for each section.

IBMS PROGRAM CURRICULUM

A student in the IBMS program must enroll in a seminar course (IBMS 6198 or IBMS 6199) each regular semester but will only receive credit for each of these two courses one time. A student who has achieved Ph.D. candidacy must register for IBMS 6499 each semester (fall, spring, summer) until the dissertation is completed (for a minimum of 60 CH total performing research). IBMS students must take at least five electives as part of the degree.

Typical Four-Year Degree Plan for the Ph.D. in Integrated Biomedical Sciences (97 SCH minimum for degree)

Year 1 - Fall

IBMS 6401	Cellular & Molecular Basis of Biomedical Sciences and Technology I
IBMS 6198	Seminar I
IBMS 6300	Computational Biology and Bioinformatics
IBMS 6200	Lab Rotations

Year 1 - Spring

IBMS 6401	Cellular & Molecular Basis of Biomedical Sciences and Technology I
IBMS 6198	Seminar I
IBMS 6100	Ethics of Scientific Research
IBMS 6200	Lab Rotations Declare Lab in May

Year 1 - Summer

IBMS 6410	Pre-Candidacy Research Take Part I (didactic portion) of the Qualifying Exam in August
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Year 2 - Fall

IBMS 6410	Pre-Candidacy Research
IBMS 6198	Seminar I
	IBMS XXXX Elective 1
	IBMS XXXX Elective 2
	Take Part II (proposal portion) of the Qualifying Exam in December
	Enter Ph.D. Candidacy

Year 2 - Spring

IBMS 6499	Dissertation Research
IBMS 6198	Seminar I
	IBMS XXXX Elective 3

Year 2 - Summer

IBMS 6499	Dissertation Research
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Year 3 - Fall

IBMS 6499	Dissertation Research
IBMS 6199	Seminar II
	IBMS XXXX Elective 4

Year 3 - Spring

IBMS 6499	Dissertation Research
IBMS 6199	Seminar II
	IBMS XXXX Elective 5

Year 3 - Summer

IBMS 6499	Dissertation Research
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Year 4+ - Fall

IBMS 6499	Dissertation Research
IBMS 6199	Seminar II

Year 4+ - Spring

IBMS 6499	Dissertation Research
IBMS 6199	Seminar II
	Earliest opportunity to defend dissertation

Year 4+ - Summer

IBMS 6499	Dissertation Research
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Courses

Core Courses

IBMS 6401	Cellular & Molecular Basis of Biomedical Sciences and Technology I
IBMS 6402	Cellular & Molecular Basis of Biomedical Sciences and Technology II
IBMS 6300	Computational Biology and Bioinformatics
IBMS 6100	Ethics of Scientific Research
IBMS 6200	Lab Rotations
IBMS 6410	Pre-Candidacy Research
IBMS 6499	Dissertation Research
IBMS 6198	Seminar I
IBMS 6199	Seminar II

Elective Courses

Students will be required to take and pass a minimum of five electives of their choice over the course of the IBS program (15 CH total). Students who choose at least three courses within a single area of expertise will have that area of expertise indicated on their transcripts.

Cellular and Molecular Biology Area of Expertise

IBMS 6311	Cellular and Molecular Imaging
IBMS 6312	Advanced Molecular Modeling
IBMS 6315	Transmembrane Signaling and Gene Regulation
IBMS 6316	Blood and Disorders of Coagulation
IBMS 6317	Cancer Biology
IBMS 6318	Cardiovascular Physiology and Pathophysiology
IBMS 6319	Cytoskeletal Remodeling and Cell Motility

Immunology and Infectious Disease Area of Expertise

IBMS 6324	Inflammatory Disorders
IBMS 6325	Bacterial Infection and Diseases

Pulmonary Physiology Area of Expertise

IBMS 6337	Human Lung Diseases
IBMS 6338	Respiratory Physiology and Pathophysiology
IBMS 6339	Environmental Health and Pulmonary Diseases

THE FACULTY

Emeritus Faculty

JOYCE E. BALLARD (2012)

Deceased

Professor Emerita of Health and Kinesiology, College of Nursing and Health Sciences

DAVID BEAMS (2019)

Associate Professor Emeritus of Electrical Engineering, College of Engineering

WILLIAM C. BRUCE (2014)

Professor Emeritus of Education, College of Education and Psychology

KENNETH R. CASSTEVENS (2005)

Deceased

Associate Professor Emeritus of Journalism, College of Arts and Sciences

ROGER N. CONAWAY (2009)

Professor Emeritus of Speech Communication, College of Arts and Sciences

ROBERT H. CRANFORD (2006)

Professor Emeritus of Mathematics, College of Arts and Sciences

THOMAS CRIPPEN (2018)

Professor Emeritus of Mechanical Engineering, College of Engineering

STEPHEN E. DANIELS (2011)

Professor Emeritus of History, College of Arts and Sciences

DONNA DICKERSON (2015)

Professor Emerita of Communication, College of Arts and Sciences

VINCENT J. FALZONE (2009)

Professor Emeritus of History, College of Arts and Sciences

THOMAS L. FERNANDEZ (2006)

Deceased

Professor Emeritus of Accounting & Finance, College of Business and Technology

CHESTER FISCHER (2015)

Professor Emeritus of Education, College of Education and Psychology

DONALD E. FISCHER (2002)

Professor Emeritus of Accounting, College of Business and Technology

OLGA FISCHER (2015)

Professor Emerita of Education, College of Education and Psychology

PATRICIA A. GAJDA (2017)

Professor Emerita of History, College of Arts and Sciences

WILLIAM GEIGER (2025)

Professor Emeritus of Education, College of Education and Psychology

TOMMY D. GILBREATH (2008)

Associate Professor Emeritus of Technology, College of Business and Technology

PEGGY BARNES GILL (2014)

Professor Emerita of Educational Leadership and Policy Studies, College of Education and Psychology

BRENDA GILLIAM (2014)

Professor Emerita of Education, College of Education and Psychology

C. RAY GULLETT (2005)

Professor Emeritus of Management, College of Business and Technology

BARBARA HART (2020)

Associate Professor Emerita of Criminal Justice, College of Arts and Sciences

J. PAXTON HART (1991)

Professor Emeritus of English, College of Liberal Arts

GARY HATCHER (2025)

Professor Emeritus of Art, College of Arts and Sciences

WENDELL C. HEWETT (2000)

Professor Emeritus of Management & Marketing, College of Business Administration

VIVIAN A. HICKS (1993)

Professor Emerita of Education, College of Education and Psychology

DAVOR JEDLICKA (2016)

Professor Emeritus of Sociology, College of Arts and Sciences

ROBERT L. JONES (2000)

Deceased

Professor Emeritus of Educational Leadership & Policy Studies, College of Education and Psychology

SHIRLEY M. JONES (2005)

Associate Professor Emerita of School Counseling, College of Education and Psychology

GEORGE JOYCE (1995)

Deceased

Professor Emeritus of Marketing, College of Business Administration

TIM D. KANE (2012)

Professor of Economics, College of Arts and Sciences

DON W. KILLEBREW (2010)

Professor Emeritus of Biology, College of Arts and Sciences

LINDA KLOTZ (2013)

Professor Emerita of Nursing, College of Nursing and Health Sciences

JAMES KOUKL (2019)

Associate Professor Emeritus of Biology, College of Arts and Sciences

LARRY KRAUS (2018)

Professor Emeritus of Education, College of Education and Psychology

MARK LEWIS (2019)

Deceased

Professor Emeritus of Education, College of Education and Psychology

PAULA LUNDBERG-LOVE (2020)

Deceased

Professor Emerita of Psychology, College of Education and Psychology

SHELLY MARMION (2018)

Professor Emerita of Psychology, College of Education and Psychology

O. ROBERT MARSH (1999)

Associate Professor Emeritus of Education, College of Education and Psychology

JOANNA MARTIN (2002)

Professor Emerita of Reading, College of Education and Psychology

PAMELA MARTIN (2018)

Professor Emerita of Nursing, College of Nursing and Health Sciences

W. ALLEN MARTIN (2011)

Professor Emeritus of Sociology, College of Arts and Sciences

W.A. MAYFIELD (1991)

Deceased

Professor Emeritus of Technology, College of Education and Psychology

DONALD L. MCCLAUGHERTY (2011)

Professor Emeritus of Chemistry, College of Arts and Sciences

ROBERT F. MCCLURE (2010)

Professor Emeritus of Psychology, College of Education and Psychology

KEITH W. MCCOY (2011)

Professor Emeritus of Health and Kinesiology, College of Nursing and Health Sciences

F. GARY MEARS (2008)

Professor Emeritus of Psychology, College of Education and Psychology

A. RICHARD MITCHELL (2009)

Professor Emeritus of Mathematics, College of Arts and Sciences

CHRISTINA MITCHELL (1993)

Professor Emerita of Psychology, College of Education and Psychology

GERALD L. MORRIS (1998)

Deceased

Professor Emeritus of Mathematics, College of Sciences and Mathematics

MAC R. MOSELEY (1999)

Professor Emeritus of Special Education, College of Education and Psychology

R. KENNETH MUCKELROY (2006)

Professor Emeritus of Music, College of Arts and Sciences

SARAH NORTHAM (2016)

Professor Emerita of Nursing, College of Nursing and Health Sciences

JIM PACE (2020)

Professor Emeritus of Art, College of Arts and Sciences

SANDRA PETERSEN (2025)

Professor Emerita of Nursing, School of Nursing

PETER W. PHILLIPS (2008)

Associate Professor Emeritus of Criminal Justice, College of Arts and Sciences

MARIAN L. ROWE (2006)

Professor Emerita of Nursing, College of Nursing and Health Sciences

VICTOR SCHERB (2015)

Professor Emeritus of English, College of Arts and Sciences

JAMES SCHWANE (2015)

Professor Emeritus of Health and Kinesiology, College of Nursing and Health Sciences

JAMES H. SELLERS (2003)

Professor Emeritus of Accounting, College of Business and Technology

ROSS SHERMAN (2020)

Professor Emeritus of Education, College of Education and Psychology

L. LYNN SHERROD (2006)

Professor Emeritus of Biology, College of Arts and Sciences

WILLIAM B. STEPHENS (2006)

Professor Emeritus of Art, College of Arts and Sciences

JAMES R. STEWART (2000)

Professor Emeritus of Biology, College of Sciences and Mathematics

JIM TARTER (2018)

Professor Emeritus of Marketing, Soules College of Business

JOHN WEBB (2017)

Professor Emeritus of Music, College of Arts and Sciences

LYNN WIECK (2016)

Professor Emerita of Nursing, College of Nursing and Health Sciences

GARY L. WRIGHT (2010)

Deceased

Professor Emeritus of Education, College of Education and Psychology

HUI WU (2025)

Professor Emerita of Literature and Language Arts, College of Education and Psychology

SUSAN YARBROUGH (2019)

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College of Arts and Sciences Faculty

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Ph.D., University of Illinois at Urbana ChampaignALI AZGHANI, Professor of Biology
Ph.D., Texas Woman's UniversityRANDY BACK, Associate Professor of Physics
Ph.D., University of KentuckyDANIELLE BAILEY, Associate Professor in Social Sciences
Ph.D., University of Nebraska-OmahaJOSHUA BANTA, Professor of Biology
Ph.D., Stony Brook UniversityRICHARD BATMAN, Associate Professor in Physics
Ph.D., Kent State UniversityJON REGAN BECKHAM, Associate Professor of Mathematics
Ph.D., University of DelawareANN BEEBE, Professor of English and Chair, Department of
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Ph.D., University of KentuckyBRENT BILL, Associate Professor of Developmental Biology
Ph.D., University of MinnesotaWILLIAM BLAIR, Assistant Professor
Ph.D., University of ArkansasGLENN BLAKE, Professor of Instruction
M.A., The Johns Hopkins UniversityGREGORY BOCK, Associate Professor of Literature and Languages
Ph.D., University of TennesseeTERRY BRITT, Assistant Professor
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M.M., University of North Texas

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Ph.D., Southern Methodist University

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Ph.D., University of British Columbia

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Ph.D., University of Cincinnati

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Scientific Writing
Ph.D., Purdue University

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Ph.D., Louisiana State University and A&M College

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Ph.D., Texas A&M University

NATHAN A. SMITH, Associate Professor of Mathematics
Ph.D., Virginia Polytechnic Institute and State University

COLIN SNIDER, Associate Professor of History and Chair,
Department of History
Ph.D., University of New Mexico

MARCUS A. STADELMANN, Professor of Political Science and
Chair, Department of Political Science
Ph.D., University of California at Riverside

EMILY STANDRIDGE, Associate Professor of English and Director
of the Writing Center
Ph.D., Ball State University

ROBERT STERKEN, Professor of Political Science
Ph.D., Texas Tech University

CHRISTOPHER STEWART, Professor and Chair, Department of Art
and Art History
M.F.A., University of Nebraska

MATTHEW STITH, Associate Professor of History
Ph.D., University of Arkansas

PAUL STREUFERT, Professor of English and Dean, Honors College
Ph.D., Purdue University

DAVID STRONG, Professor of English
Ph.D., Indiana University

EDWARD TABRI, Associate Professor of History
Ph.D., University of Virginia

BRIAN TUTEN, Assistant Professor
Ph.D., University of New Hampshire

GREGORY J. UTLEY, Associate Professor of Spanish
Ph.D., University of New Mexico

JOSEPH VANDEHEY, Associate Professor
Ph.D., University of Illinois at Urbana-Champaign

AMENTAHRU WAHLRAB, Professor of Political Science
Ph.D., University of Denver

LANCE WILLIAMS, Professor of Biology and Chair, Department of
Biology
Ph.D., Mississippi State University

MARSHA WILLIAMS, Lecturer
M.S., Oklahoma State University

KENNETH WINK, Professor of Public Administration and Associate
Dean, College of Arts and Sciences
Ph.D., Louisiana State University

JENNIFER WOOLDRIDGE, Professor in the Department of Social
Sciences
Ph.D., University of Florida

MERRIE WRIGHT, Professor of Art
M.F.A., Louisiana State University

BRENT YERGENSEN, Professor and Chair, Department of
Communication
Ph.D., University of Nebraska, Lincoln

RIQING YU, Associate Professor of Biology
Ph.D., Rutgers

JIE ZENG, Visiting Assistant Professor in Mathematics
Ph.D., University of Oklahoma

KAI ZHANG, Assistant Professor in Chemistry and Biochemistry
Ph.D., Duke University

Soules College of Business Faculty

DAVID ALGER, Lecturer
M.S., Johns Hopkins University

MOHAMMED ALI, Associate Professor, Department of Technology
Ph.D., University of Arkansas

MARWAN AL-SHAMMARI, Associate Professor
Ph.D., The University of Texas at Arlington

ABDULLAHEL BARI, Associate Professor of Management
D.B.A., Louisiana Tech University

BRENT BEAL, Professor of Management
Ph.D., Texas A&M University

LEONARD BROWN, Associate Professor and Chair, Department of
Computer Science
Ph.D., The University of Oklahoma

KYUNG-AH BYUN, Professor of Marketing
Ph.D., Texas Tech University

MIGUEL CALDAS, Professor of Management
Ph.D., Fundação Getúlio Varga – Escola de Administração de Empresas
de São Paulo

KERRI M. CAMP, Professor of Marketing
Ph.D., Texas Tech University

J. JAMES CATER, III, Professor of Management
Ph.D., Louisiana State University

YONJOO CHO, Professor in Computer Science
Ph.D., The University of Texas at Austin

DAVID CHUNG, Assistant Professor
Ph.D., Cornell University

WINGYAN CHUNG, Professor of HRD
Ph.D., University of Arizona

KERRIE ANNE CLARK, Senior Lecturer in Management and
Marketing, Assistant Dean of Health Related Business Program
M.B.A., The University of Texas at Tyler

AMY CLEM, Lecturer in Management
M.B.A., The University of Texas at Tyler

TAMMY COWART, Professor of Business Law and Ethics and Chair,
Department of Accounting, Finance, Business Law
J.D., Texas Tech University School of Law

SAGNIK DAKSHIT, Assistant Professor in Computer Science
Ph.D., University of Texas at Dallas

D. HAROLD DOTY, Professor of Management
Ph.D., The University of Texas at Austin.

SARA ESFAHANI, Assistant Professor of Accounting
Ph.D., University of North Texas

MARY HELEN FAGAN, Associate Professor of Management
Information Systems
Ph.D., The University of Texas at Arlington

DOMINICK FAZARRO, Professor of Industrial Technology and
Industrial Management
Ph.D., Iowa State University

MARY L. FISCHER, Professor of Accounting
Ph.D., University of Connecticut

VENUGOPAL GOPALKRISHNA-REMANI, Associate Professor of
Management
Ph.D., Kent State University

RAEJEAN GRIFFIN, Lecturer in Technology
M.S., The University of Texas at Tyler

KYONGJI HAN, Assistant Professor
Ph.D., Rutgers University

JENNIFER HICKS, Lecturer in Management
M.A., The University of Texas at Tyler

JUNGHWA HONG, Associate Professor in Marketing and
Management
M.S., University of Arizona

CHIALING HSIEH, Associate Professor of Finance
Ph.D., Southern Illinois University

LEI HUA, Assistant Professor of Management and Marketing
Ph.D., University of Texas at Arlington

HUI LIANG JAMES, Professor in Accounting, Finance, Business Law
D.B.A., Louisiana Tech University

KEVIN JAMES, Associate Professor of Marketing and Chair,
Department of Management and Marketing
D.B.A., Louisiana Tech

SHINHEE JEONG, Associate Professor
Ph.D., Texas A&M University

DENNIS JONES, Assistant Professor in Technology
Ph.D., University of Wisconsin Madison

SAI HARSHA KATURI, Assistant Professor of Accounting
Ph.D., University of Houston

HOYOUNG KIM, Assistant Professor
Ph.D., Kent State University

PAULA KINCAID, Assistant Professor in Management and Marketing
Ph.D., University of North Texas

ARUN KULKARNI, Professor of Computer Science
Ph.D., Indian Institute of Technology, Bombay

HESHUM LAWRENCE, Associate Professor of Industrial
Technology
Ph.D., Mississippi State University

YI LI, Associate Professor
Ph.D., The University of Texas at Dallas

HUI LIANG, Associate Professor
DBA, Louisiana Tech University

ROGER LIRELY, Professor of Accounting
D.B.A., Southern Illinois University at Carbondale

DAVID MARKS, Lecturer in Accounting, Finance and Business Law
Master of Professional Accounting, The University of Texas at Austin

ROCHELL MCWHORTER, Associate Professor of Human Resource
Development
Ph.D., Texas A&M University

BRANDY MEADOWS, Lecturer in Marketing and Management
M.B.A., The University of Texas at Tyler

MARK R. MILLER, Professor of Technology and Chair, Department
of Technology
Ph.D., Texas A&M University

MAHDI MOGHADAM, Assistant Professor
Ph.D., University of Texas at Austin

KIM NIMON, Professor of Human Resource Development
Ph.D., University of North Texas

TIMOTHY NIX, Associate Professor of Practice, Department of
Computer Science
Ph.D., Texas A&M University

VIVEK K. PANDEY, Professor of Finance
D.B.A., Mississippi State University

ZHI PEI, Associate Professor of Management and Marketing
Ph.D., University of North Texas

STEPHEN RAINWATER, Associate Professor of Computer Science
Ed.D., Texas A&M

JENNIFER REYNOLDS, Assistant Professor of Practice
M.S., The University of Texas at Arlington

PAUL B. ROBERTS, Professor of Human Resource Development and
Chair
Ed.D., Texas A&M University

TOM ROBERTS, Professor of Computer Science and Chair,
Department of Computer Science
Ph.D., Auburn University

ROBERT SCHUMAKER, Professor of Computer Science
Ph.D., University of Arizona

VISHAL SHARMA, Assistant Professor
Ph.D., University of Missouri Columbia

NARAYANAN SUBRAMANIAN, Associate Professor of Computer
Science
Ph.D., The University of Texas at Dallas

JUDY SUN, Associate Professor of Human Resource Development
Ph.D., The University of Texas at Tyler

KRIST SWIMBERGHE, Associate Professor of Marketing and Dean,
Soules College of Business
D.B.A., Louisiana Tech University

MICHAEL TIDWELL, Professor, Soules College of Business
Ph.D., Washington State University

GREG WANG, Professor of Human Resource Development
Ph.D., Pennsylvania State University

KEVIN WHITE, Assistant Professor of Business Law
J.D., Texas Woman's University

VERONDA F. WILLIS, Associate Professor of Accounting
Ph.D., University of Colorado at Boulder

CHEN Y. WU, Associate Professor of Finance
Ph.D., Arizona State University

JIE YANG, Associate Professor of Management
Ph.D., Saint Louis University

SANGOK YOO, Assistant Professor of HRD
Ph.D., University of Minnesota

MARILYN YOUNG, Professor of Management
Ph.D., University of Arkansas

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KRISTIE ALLEN, Lecturer in Psychology and Counseling
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OLGA BERKOUT, Assistant Professor of Psychology
Ph.D., The University of Mississippi

KENDRA BIRCHER, Visiting Lecturer
M.A., Stephen F. Austin State University

BRANDON BRETL, Assistant Professor
Ph.D., University of Kansas

JILL CARTER, Assistant Professor of Practice
Ph.D., Texas State University

DENNIS COMBS, Professor of Psychology
Ph.D., Louisiana State University

PRADEEP DASS, Professor and Dean
Ph.D., University of Iowa

LAUREN DEATON, Lecturer
MA, Ball State University

JULIE DELELLO, Professor of Education
Ph.D., Texas A&M University

GINA DOEPKER - Professor in the School of Education
Ph.D., The Ohio State University

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